# DOCUMENT RESUME

ED 106 788 CS 001 829

| | |
|---|---|
| AUTHOR | Brink, Steve; And Others |
| TITLE | Interdisciplinary Programs. |
| INSTITUTION | San Jose Unified School District, Calif. |
| PUB DATE | 74 |
| NOTE | 322p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs" |
| EDRS PRICE | MF-$0.76 HC-$15.86 PLUS POSTAGE |
| DESCRIPTORS | *Effective Teaching; Grade 9; *Reading Improvement; *Reading Instruction; *Reading Programs; *Remedial Reading; Secondary Education |
| IDENTIFIERS | *Effective Reading Programs; Right to Read |

ABSTRACT

One of the programs included in "Effective Reading Programs...," this program is designed for those students who are reading below grade level. The program serves 500 ninth-grade students from a residential area of a large city. The students are predominantly white and from middle-income families. The objective of the course is to develop the student's basic study skills, sight vocabulary, word attack skills, and reading comprehension. Instruction is under the supervision of a reading consultant, whose activities fall into three major areas: providing remedial reading instruction for those students whose standardized test scores and classroom performance indicate a severe remedial need, grouping the students into cluster classes based on their reading and composition skills, and providing inservice help for cluster teachers who provide reading instruction as a regular part of their classes. The major activities in the program include oral reading, reading games, the use of tape recordings to learn word sounds, timed and recreational reading, work with reading machines, listening for comprehension, and workbook exercises for programed instruction. College student aides assist the severely handicapped students. (WR/AIR)

ED106788

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# IDEAS!
## English - Reading - Social Science
## an
## Interdisciplinary or Cluster
## Approach to Teaching
## in
## Grade Nine

by

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Barbara Gillespie, Reading

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Reading Consultant
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CS 001 829

# Preface

This handbook is designed to assist English, reading, and social science teachers who are interested in the possibilities of working together in an interdisciplinary or "cluster" situation. It is our feeling that the promise of educational attainment inherent in this approach has only begun to be explored.

This handbook contains sample activities and lesson plans. These samples were taken from the experience of "cluster" teaching at the 9th grade level but certainly the cluster concept could be expanded into other areas and grade levels.

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# The "Cluster": Who? What? Why?

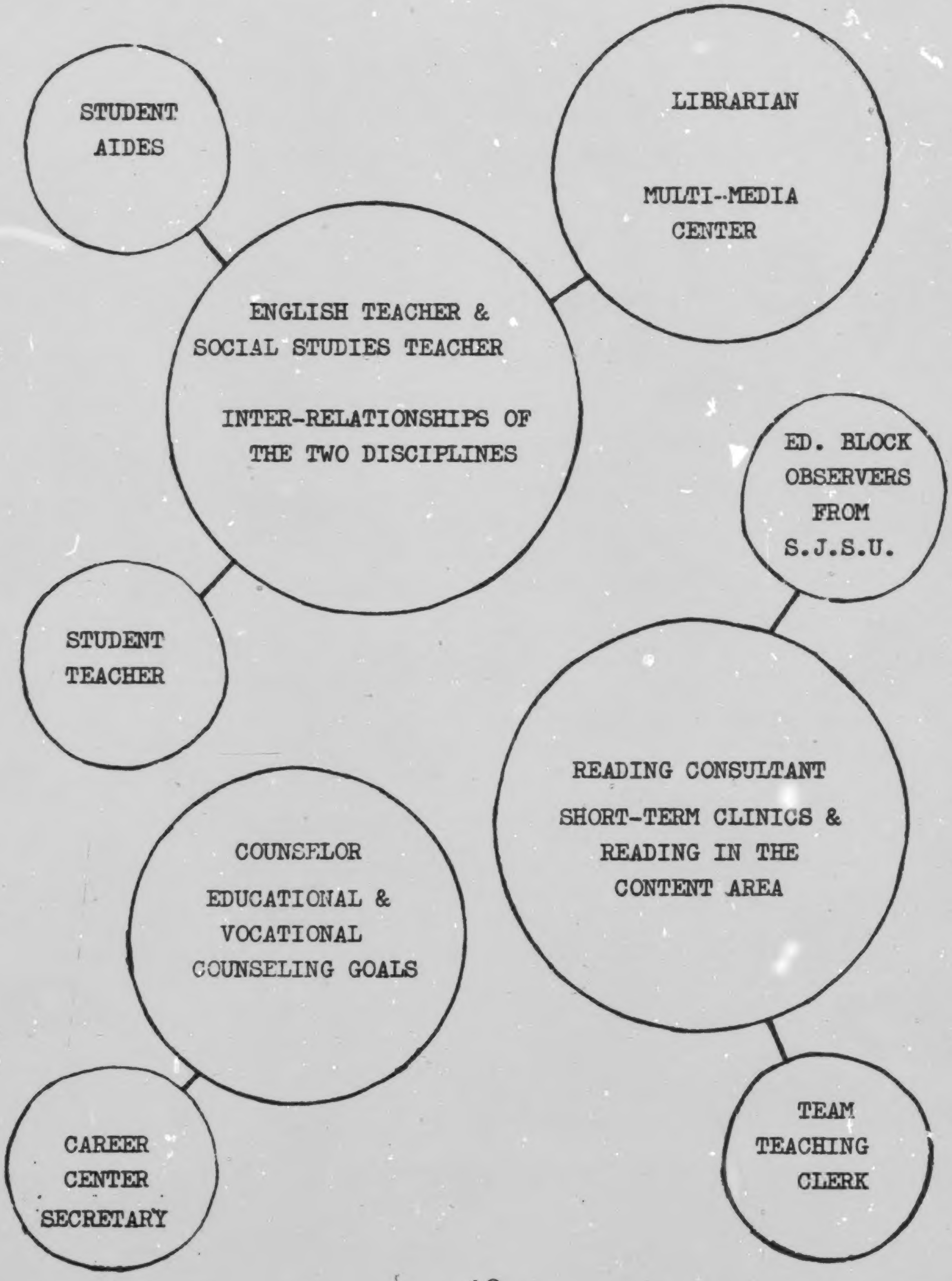
A "cluster" at Oak Grove High School is an interdisciplinary program whose primary staff participants are: English and social science teachers, counselors, and a reading consultant. A teaching team, each composed of an English teacher and a social science teacher, plans interdisciplinary activities in which students enhance their basic reading and writing skills while completing assignments and activities which stress the inter-relationships of the two disciplines.

A reading consultant functions as an integral part of the two-period interdisciplinary cluster time block. The reading consultant conducts intensive short-term reading clinics with cluster students who have severe remedial needs and also works with the cluster teachers to develop a regular series of reading activities for use with content area materials and assignments. Thus reading is stressed as a basic tool of learning, not as a separate subject taught only to those with embarrassing educational deficiencies.

Especially assigned conselors work with each cluster team, not only to accomplish the educational and vocational goals established for the grade level, but also to serve as an immediate resource person for the other cluster personnel. By working with students individually and in small groups during the two-period interdisciplinary cluster time block, the counselor increases his contact with the students and at the same time serves to reduce the pupil-teacher ratio when such a reduction is necessary to accomplish instructional goals.

In daily operation, the cluster may involve many more people, as the following diagram illustrates.

# INTERDISCIPLINARY PERSONNEL


STUDENT AIDES
LIBRARIAN
MULTI-MEDIA CENTER
ENGLISH TEACHER & SOCIAL STUDIES TEACHER
INTER-RELATIONSHIPS OF THE TWO DISCIPLINES
ED. BLOCK OBSERVERS FROM S.J.S.U.
STUDENT TEACHER
READING CONSULTANT
SHORT-TERM CLINICS & READING IN THE CONTENT AREA
COUNSELOR
EDUCATIONAL & VOCATIONAL COUNSELING GOALS
CAREER CENTER SECRETARY
TEAM TEACHING CLERK

To provide for this cluster approach, the English and social science classes of the participating "team" must be scheduled contiguously. The students in Mrs. Black's 5th period English must all be scheduled next for Mr. Smith's 6th period social science class. Those students enrolled in Mr. Smith's 5th period must all go next to Mrs. Black's 6th period English. This enables the two teachers to view the students as one large group and 5th and 6th period as a flexible two period time block.

It is also important that the reading consultant's schedule allow for the opportunity to participate during these class periods as the occasion demands. Scheduling a common preparation period for three staff members is also a great assistance to allow for planning and communication.

The cluster program represents an attempt to provide a more successful educational experience for students by taking a fresh look at the educational environment. It is an attempt to restructure those "constants" (time - space - staff, etc.) - to make them adjust to the needs of the student and not vice versa. The cluster is an attempt to synthesize the talents of many people, in an attempt to generate an atmosphere more conducive to learning. The key words are cooperation and flexibility.

The sample cluster activities that follow enable the youngster to see his education as an integrated experience - to "make sense" out of the day. The constant communication between staff and student creates an atmosphere of concern. The student sees that not only do a lot of people care, they are working together to help solve his problems. The activities that follow are only a sample of the opportunities afforded by a cluster framework.

## Composition

As part of the cluster approach to teaching basic writing skills as well as teaching social science content, a great deal of expository compositions are assigned throughout the school year. These compositions are usually from three to five paragraphs in length and are graded for content by the social science teacher and for organization and mechanics by the English teacher. This approach to writing is effective because both disciplines (English and social science) are emphasized as compatible and coordinating entities. The students can rely on information discussed at length in the social science class and then use the organizational and mechanical skills learned in English class as tools to clearly convey the message.

Students oftentimes refer to the double grading policy as double jeopardy, but they are quick to understand the natural relationship of the two subjects. To further reinforce the importance of writing skills outside the English classroom, the social science teacher will sometimes hand a set of paragraphs, essays, or short compositions assigned in the social science class to the English teacher for grading of specific skills learned during that week. Throughout the school year, students are reminded that this kind of activity can occur, so they have to be consciously aware of what writing skills are being enforced in both subjects.

Four basic types of expository writing are encouraged in the cluster: comparison, contrast, comparison and contrast, definition and explanation. The content for these writings is generally from a number of sources in social science and English such as: movies, filmstrips, readings, speakers, video tapes, newspapers, magazines, novels, short stories, or poems. Both teachers discuss the requirements of the assignment ahead of time with the students. The teachers can have students turn in thesis sentences, outlines, and even rough drafts in advance and then final copies later on. Revisions are usually required of these final writings so that some distinct progress can be seen and measured from the notes and gradings made by both teachers.

A few examples of some successful writing assignments are listed here.

COMPARISONS

A. Compare the philosophies of Dr. Martin Luther King and Mahatma Gandhi.

B. Compare Anglo and Latin American music and arts.

CONTRASTS

A. Contrast the major beliefs of Hinduism with those of Islam.

B. Contrast the political freedoms available of a demecratic society with those of a dictatorship.

COMPARISONS AND CONTRASTS

A. Compare and contrast the methods to achieve economic progress in China and India.

B. Compare and contrast the role of women in a developed and an underdeveloped society.

## DEFINITION AND EXPLANATION

A. Define apartheid and explain how it works in the Republic of South Africa.

B. Define caste and explain its workings in Indian society.

## Literature

The usage of literature in the English classroom enhances the total experience of a student in the understanding of a culture studied in social science. While learning the factual information in social science, a student can be reading a variety of literary works in English such as novels, short stories, poems, and even proverbs. At the beginning of a cultural unit in social science, a bibliography of recommended literature is supplied to the students. Literature from this listing may be designated as required or extra credit reading. In many cases, a student may read a book from the listing and achieve extra credit in one or even both classes. Written or oral book reports are used for evaluative purposes by both teachers.

Throughout the year, the English teacher may require specific novels, short stories, or poems to be read in class to reinforce the cultural experience of a social science unit. One such novel, Cry, the Beloved Country by Alan Paton can be successfully used to create the understanding of the workings of apartheid in South Africa. Another novel, West Side Story by Irving Shulman, can allow the students to empathize with the alienated feelings of young teenagers trapped by a hostile environment of bigotry, prejudice, and hate. Study guides, discussions, reading time, role playing, and quizzes for any literary work are given in both classes as a cooperative effort is achieved.

For shorter pieces of literature, short stories and poems can supplement the social science cultural unit. Again, these are related to both classes and discussed by both teachers. For instance, for a unit on Japanese culture, a complete cultural experience can be created through the cooperation of the teaching team. The students may study the geographic influences, and the economic, political and social system of the culture in his world cultures class. The English member of the team may supplement this unit with literature dealing with haiku, tanka poems, cultural proverbs, and short stories. The entire unit can be culminated with a mutual cultural experience day.

## Using the Library

There are many opportunities for using the library made possible by the cluster approach. The following four examples illustrate the flexibility inherent in the cluster program.

1. Orientation Stations By combining the English and social science classes and utilizing the services of the librarian and counselor, a thorough orientation to the library may be possible. On this day, class size and time block are broken down into four equal segments. Each group might have 15 students and the time available at each station may perhaps be 20 minutes.

| Station | Activity | Staff |
|---|---|---|
| A. | Career Center | Counselor |
| B. | Readers Guide | Librarian |
| C. | Card Catalog | English Teacher |
| D. | Reference Area | Social Science Teacher |

2. "Scavenger Hunt" Given research topics in both English and social sciences, the students have the time remaining in the two hour time block to list various sources of information that contain a reference to their topic. The topics may pertain to "World Cultures" and could be the names of people famous in other cultural areas. These topics may be assigned or picked at random - even drawn from a hat. By accompanying

both groups of students on their "hunt", the teachers and library staff (including counselor if available) are able to orient the students to the myriad of sources available.

3. Cluster Cycle Within the cluster it is often possible to approach a weeks time as something different than five consecutive days with the same teacher. Using a cluster cycle, the English and social science teaching team, divides their total of students into sections. For purpose of illustration, let us divide a total count of 60 into five sections A - E. The students would spend a two period block of time at each station. A weekly schedule, with each group of students changing stations each day might revolve around the following.

| Station | Staff | Sample Activity |
|---|---|---|
| A. | English Teacher | Writing a Research Project |
| B. | Social science teacher | Content of Research Project |
| C. | Librarian | Sources for Project |
| D. | Counselor | "Rap" |
| E. | Reading Consultant | Reading tips for Research |

Each group would have 10 - 12 students and educational objectives might be achieved which would be impossible during one class period and a larger group.

4. Now The Bell Rings? Over the length of a school year there are several occasions when either an individual student or entire class is right in the middle of a library assignment when the bell rings. Utilizing the cluster structure, either the English or social science teacher can call the other teacher and request an extension of the class period. When the library lesson is complete, the classes can then be switched. This is just one more example of how the cluster enables the staff to adjust time to the student instead of vice versa.

## Newspaper Activities

The newspaper, being an important source for current events, lends itself quite naturally to a combined English and social science classroom. Throughout the year, copies of the local newspaper may be made available to students for a variety of clustered activities. Editorials can be evaluated for lessons on differentiating fact from opinion. Critical reading skills such as finding the main idea, analyzing propaganda and bias, can be taught in English in conjunction with current event articles in social science.

The two period time block can be effectively used for mini-cooperative lesson activities in such areas as: analyzing a news story, mastering common newspaper words, writing summary leads, exploring specified newspaper sections (sports, entertainment, editorial, classified ads), analyzing news photographs, or studying political cartoons. Students may proceed through a lesson dealing with the "help-wanted" section of the newspaper which includes practice in writing letters of application and resumes as well as in analyzing newspaper jargon.

Speakers from the local "newspaper" add interest to any cooperative newspaper unit. In the past, a speaker from "Action Line", a column allowing people to speak out and attain answers and action to community complaints and problems, has visited a cluster and discussed his column as well as the controversial issue of censorship in the press. Students gain insight and are able to react verbally and in writing to speakers of this type. In preparation for this lesson, the students had been given individual examples from the "Action Line" column of the local newspaper and had written their reactions to the letters in the English classroom and then discussed various consumer and community problems in the social science classroom. They were also asked to write a letter to the "Action Line" speaker, and some were randomly chosen to be answered during his presentation. In addition, vocabulary words used in the presentation were discussed and studied for a weekly test. The two-period time block enabled the speaker to complete his presentation and also answer questions.

Later on in the semester, one student brought in a copy of the current newspaper and proudly pointed out to the class that her letter to "Action Line" had actually been printed. This further emphasized the value and relevancy of combining the social science and English disciplines in this newspaper unit. Students can become actively involved if given the opportunity.

## Creative Writing

Coordinated creative writing activities can add a great deal to the cluster program. Students in English class may vicariously experience a culture through a hypothetical situation. The social science teacher may provide the necessary background information to enable the students to experience a culture through creative writing.

The students in the English class may write their reactions during a specific cultural unit in a daily diary, journal entry, or short paragraph. For instance, students may be told that they are to experience living in India during an extreme drought. They are instructed to describe the physical environment and relate their personal impressions and reactions.

Writing poems, may it be short formula types or even free verse, can be associated with any cultural unit. These poetry writings enhance the student's understanding of that culture by allowing him to empathize and re-create an experience. The students may compose their own haiku or tanka poems for a cultural unit dealing with Japan, for example.

Yet another approach to be coordinated with social science is letter-writing. The social science teacher may list hypothetical problems, and students write letters in reply. Real pen pals can be made available by having students write to organizations that supply names and addresses of students in other cultural areas. Such an experience creates actual relationship, understanding, and communication with a person from another culture.

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## Audio-Visual

There are many activities involving audio-visual materials which are enhanced by utilizing the two period time block made possible by the cluster approach. For instance, which social science teacher hasn't felt the frustration of trying to introduce, show, discuss, and summarize a film in one class period? By grouping their two classes together, a cluster teaching team can make the following activities a successful educational experience.

1. Extended length movies and videotapes There are videotapes and films whose content simply cannot be treated adequately in one class period. The following six films or videotapes are examples of those that lend themselves to a two period time block. Breaks can be taken between reels.

| Movies | Videotapes |
|---|---|
| "The Japanese" | "Cry, the Beloved Country" |
| "Red China" | "Miss Jane Pitman" |
| "Harvest of Shame" | "Africa" |

2. Cluster Projects After viewing a film, filmstrip or videotape, the subject may be analyzed and discussed from both the English and social sciences points of view. For example, after viewing the film "The Japanese", the English teacher may be able to contribute some information about Japanese literature

or poetry. There may be a composition or research assignment on the subject of a film, with the English teacher grading "mechanics" and the social science teacher "content".

3. Tapes and Videotape There are several activities such as role playing, mock trials, simulation, etc., which can be videotaped in a two hour time block. With the set-up time, necessary instructions, filming, re-takes, etc., it is often difficult to complete the taping in one class period.

4. Television There are times during the school day when a "special" program may be viewed by utilizing the cluster time block. Educational television often will have programs of great interest and relevance to the English or social science curriculum during the school day. A program of an hours length or more can best be viewed and summarized in a two period time block.

## Building Vocabulary

Instead of introducing a set of vocabulary words in "isolation", vocabulary building in the cluster can be a cooperative activity in which both team members participate. By exchanging unit vocabulary lists, the meanings can be reinforced and "brought to life" in both classes. Spelling tests in English will thus consist of words that the student has been learning and using during that cooperative time period. For example in an English - World Cultures cluster, before a unit on Japan, the team might decide to mutually introduce and reinforce the following terms:

archipelago
Buddhism
conformity
export
harmony
industrial
intensive farming
investment
irrigation
leeward
manufacture
metropolitan
parliamentary
population density
raw materials
resources
technology
topography
typhoon
windward

## Current Events

Current event assignments can be cluster activities. In several English and World Cultures' teams, the current event title is dropped and "World Happenings" is the assignment. (See next page) Some cooperative activities for this kind of cluster might be the following:

1. The student may be asked to indicate the particular part of speech he is studying by placing a letter above the words in the article.

2. The summary paragraph may be graded by the English teacher as an assignment for that class.

3. Occasionally the assignment might be changed to an oral report --perhaps 3 minutes in length. In this case, each class would stay with one teacher for two periods to enable the assignment to be completed.

4. The assignment can also be changed to committee reports, perhaps being divided into cultural areas. In this case, the two period block may be necessary for group discussion, organization and presentation.

Weekly Assignment
Due: Every Friday
20 Points

World Cultures

## World "Happenings"

Every student will bring to class each Friday, a current newspaper or magazine article dealing with one of the cultural regions being studied. The article will be taped or stapled securely to one side of a sheet of lined 8½" X 11" notebook paper. The other side of the paper will be used for your report. Your name, date, and class period, should appear in the top right hand corner of the paper.

* For students without access to home newspapers or magazines, there will be other options explained in class.

** This assignment will be worth 20 points and will be due every Friday at the beginning of the period.

## Assignment

1. Give date and source of article (Periodical and page)
2. Write a brief (one paragraph) summary of the article in your own words. Include your opinion of the article.
3. Required information:
    - A. Location of country in degrees of latitude-longitude. i.e., 35°N 40°W.
    - B. In which cultural region?
    - C. List bordering countries and nearest body of water.

## Extra Credit
(5 Pts. Maximum)

Any information regarding:

population
language, religion, culture, economy
natural resources, major export
major landforms (rivers, mountains, etc.) Ecological Problems
major cities, capital
climate and weather
social or political problems
Etc., Etc.

## Guest Speakers

It is often extremely difficult to introduce, listen to, and ask questions of a speaker in one class period. By combining cluster classes, a speaker can provide a team educational experience. If the speaker's topic is germane to the social sciences, the English teacher may ask for a follow-up writing assignment requiring skills that are being emphasized at that time. Such an assignment may be complex or one simply to separate fact from opinion.

The following is a sampling of sources of speakers who have been enjoyed by World Cultures classes.

| Speaker | Source |
|---|---|
| Returning Peace Corps Volunteer<br>Graduate Students (both foreign and American).<br>Business people; educators and students returning from long periods abroad | School Services Dept.<br>World Affairs Council of Northern California<br>406 Sutter Street<br>San Francisco, Calif 94108* |
| Hundreds of foreign students attend local colleges and universities. Usually it is possible to arrange for a speaker from any cultural area | Foreign students exchange at local colleges. |
| Foreign students with teaching experience | Mr. Frank Barnett<br>Workshop of the Nations<br>415- 843-1270 |
| United Nations | Model United Nations<br>De Anza College<br>257-5550 (Ext. 451)<br>Model United Nations<br>Eshleman Hall<br>Berkeley, Ca. 94710 |

| Specialists in various cultural areas at local colleges and universities | California State University at San Jose |
|---|---|
| Soviet Affairs | Dr. Bell (History)<br>Ext. 2335 |
| Viet Nam | Dr. Brooks (History)<br>Ext. 2823 |
| 3rd World Art | Warren Faus (Art)<br>Ext. 2236 |
| African Dance | Annette McDonald (P.E.)<br>Ext. 2106 |
| Black Studies | Horace Anderson<br>Ext. 2380 |

* See sample form next page.

# 2 speakers

The School Services Department of the World Affairs Council will be providing speakers on international subjects for high school classes again this year. Speakers are volunteers who have had first - hand experience abroad, in Asia, Africa, and Latin America, as well as in the Middle East and Europe, or who are knowledgeable on specific international topics, such as comparative economic and political systems or environmental problems which are global in scope. They prefer informal discussion to lecturing and they encourage students to raise questions.

If you wish a speaker, complete the form below or call Joyce Buchholz at the Council (982-2541) at least two weeks before the speaker is needed. When a speaker has accepted, you will be notified so that you can call him to make final arrangements and to acquaint him with the needs of your particular group. No fees are involved except on occasion when a speaker may require reimbursement for transportation (particularly true of foreign graduate students whose funds are limited).

------------------------------------------------------------

## Request for Speakers

TO: JOYCE BUCHHOLZ
SCHOOL SERVICES DEPARTMENT
WORLD AFFAIRS COUNCIL OF NORTHERN CALIFORNIA
406 SUTTER STREET, SAN FRANCISCO, CA. 94108

SCHOOL ____________________

ADDRESS ____________________

PHONE ____________________

REQUESTED BY ____________________

POSITION ____________________

SIZE OF GROUP ____________ LOCATION ____________

PRECISE DATE OF SPEAKING ENGAGEMENT ______ TIME OF GROUP MEETING ____________

ALTERNATE DATE ____________

SPECIFIC COUNTRY, PROBLEM AREA AND/OR TOPIC OF INTEREST ____________________

____________________

DESCRIPTION OF GROUP TO BE ADDRESSED ____________________

____________________

DESCRIPTION OF CLASSROOM ACTIVITY PRECEDING/SUBSEQUENT TO SPEAKER'S VISIT ____________

____________________

____________________

____________________

## Simulations

Simulations and other educational activities are successful because of two-period time blocks that a cluster affords. All of the following simulations can be culminated with a summary writing exercise of some kind for the English class. The following are only examples of many "games" which lend themselves to a two hour block of time.

Bomb Shelter: A decision-making game of survival

Situation: A nuclear attack has destroyed the world. In the small town of Cedar, California, eleven people were able to reach a bomb shelter. However, there is adequate air and food for only five people to survive until the radio-activity has cleared.

Roles: Each of the group is assigned a specific role (41-year-old attorney, 16-year-old coed, etc.) and must assume attitudes and values of that person.

Object: The group must determine which six persons will be eliminated, which five will survive, and what type of government they will establish as they begin a new civilization.

Shipwreck (or Stranded on an Island): A simulation based on building a civilization -- deals with government, economics, problems of democracy, sociology and ethics.

Situation: The world is in chaos, war and famine. The U.S. government tries to ship a group of young people out of the country to save their lives, but the ship sinks and the students end up on a small desert island.

Roles: Students assume various roles -- these can be chosen or assigned. Groups of ten are suggested.

**Object:** Students must decide how to deal with leadership roles, money, laws, division of property, and finally, whether to go to war or to deal peaceably with a group of newcomers to their island.

From Search Magazine, 9/20/73

**Revolution:** A simulation involving decision-making choices regarding changes in government

**Situation:** The existing government is challenged by a rebel group favoring goals of the minority factions.

**Roles:** Students represent various groups friendly, neutral or hostile toward the existing government.

**Object:** Groups will decide whether to revolt or to bring about changes through peaceful means.

**Land Grab:** A simulation used at the end of a unit on geography

**Situation:** A new city is being developed.

**Roles:** Students, working in groups, various interests in land usage, ecology, urban planning, etc.

**Object:** The successful development of the city to the satisfaction of the majority.

**Additional Assignment:** This is a three-day project culminating in a written assignment.

**Cooperation Game:** Students are broken into groups. All they must do is cooperate with one another in making a group decision in order to "win". However, individual greed always enters in and then no one wins. Promotes the idea of working together toward various goals.

Artifact Game: Students pick various "artifacts" from a "cultural time capsule". They then must attempt to figure out as much as they can about that society solely on the basis of the artifact. Writing assignment follows.

War and Peace Game: A hypothetical war between eight countries. Students must consider alternatives to fighting; must draw up a peace settlement. Writing assignment follows.

Star Power: Simulates a three-tiered society. Students receive "x" amount of money and then through their own abilities and ambitions they can rise in social status or go down. Writing assignment follows.

## Study-Day

Study-day is a day set aside weekly for the purpose of integrating other subjects besides social science and English into the cluster environment. This approach may be worthwhile for students having severe difficulty with other disciplines. One to two days in advance, students are asked to choose work from other subjects (math, humanities, science, industrial arts, etc.) which they want to complete on study day. Usually a dittoed contract can be made available for them to use. It is advisable to have students write more than one item so that if time allows, they can continue on to another item from another subject. Once the contracts are completed, the teachers can make arrangements for the necessary materials (books, packets, etc.) to be collected from the various other subjects and used for that day. It might be noted that some students will turn in blank study-day contracts. If so, the social science, English, and reading teachers can write in work to be completed for their respective subjects; consequently, everyone will have some specific assignment for the day.

There are numerous methods for logistically using the two-period time block and the two classrooms. One effective way is to create work stations or groupings. Since math and science are usually the predominant subjects for study on that day, everyone doing math work might meet in the social science classroom, and everyone doing science work might meet in the English classroom. This allows the materials to be effectively distributed and the students to work together on difficult problems. Work stations for other subjects can be divided equally between the two rooms. The two full periods are used so that materials can be distributed and time will still be available for accomplishing goals.

Where are the teachers during study-day? Won't these diversified activities create mass confusion and chaos? The answers to these questions rely on one key ingredient: people. Study-day provides the chance for the reading instructor, counselor, teachers' aides, student teachers, observers, team teaching clerk, librarian, and even administrators to get involved with the students in the cluster program. Needless to say, the more people involved in the program, the smaller the teacher to student ratio will become. Why not have three to four students working in a small adjacent room with an aide? Why not have four to five students go to the reading laboratory with the reading instructor? Can some students go to the library with the librarian or counselor? The whole idea is to divide the students, to have specific goals and materials, and to accomplish these goals in the best manner possible during the two-period block.

## Cultural Experience Days

Unique opportunities to experience the arts, music and food of the particular culture being studied are made possible by the cluster approach. A special "day" may also include a presentation by a guest speaker. In English - World Cultures clusters, these enrichment days have provided students the opportunity to "bring to life" the arts, music and food of countries such as China, India, Japan and Mexico.

During a unit on Japan, the classes were combined and during the two period time block enjoyed the following "Japanese Day" activities.

Sukiyaki Dinner - a dinner of appetizers, rice and sukiyaki, eaten with "chopsticks".

Japanese Tea - a cup of tea after a demonstration of tea ceremony by a student teacher.

Music - a record of Japanese folk songs as background.

Arts - a collection of paintings and wood block prints on one wall.

Sports - a demonstration of sumo wrestling and pictures of famous wrestlers.

Bonsai - a sampling of dwarf plants was brought in by one teacher.

Pictures taken during the day were made into a large collage with humorous captions provided by the students.

## Research Project

Writing a short research report from three to five paragraphs or even writing a lengthy term paper can be a mutual project assigned by both the social science and English teacher. With the subject matter derived from the social science content, students can be expected to research, organize, and formulate a report of a stipulated length. The librarian immediately becomes an integral member of the cluster as a resource person giving guidance to students in small groups as they research their topics in the library. The social science teacher gives direction and grades the content of the report, and the English teacher guides and evaluates the organization and mechanical skills needed. Having students proceed through an organized sequence of choosing a clear thesis, taking adequate notes, outlining, writing a bibliography, writing the final draft, and even writing a revision is truly a semester project. Of course, by using the cluster, much of this can be done in double period blocks, and the correction can be shared by both instructors.

Many kinds of materials can be used in both classes for reinforcement of report-writing and research skills. These materials are even available for clusters who are working with students with reading difficulties. Study Skills for Informational Retrieval (Books 1, 2, and 3) by Donald L. Barnes and Arlene B. Burgdorf contain sections on how to use the library and how to write reports.

Science Research Associates (SRA), Inc. also produces a kit entitled Organizing and Reporting Skills created for students with reading levels from fourth to sixth grade. The kit is color-coded for the corresponding learning-task levels and contains a complete sequence of report-writing skills which the students can follow. For other students, without severe reading difficulties, The Research Paper Guide by Anthony C. Sherman is an effective and thorough resource book.

What do I do with students who have completed a daily assignment early? This question reverberates in every teacher's mind sometime during the year. Well, with a mutual social science and English semester length project, why can't these students work in a small adjacent room or in the library on the research project? Whether the students are in English or social science, they can have the opportunity to use this release time effeciently for a definite objective.

## "No Bells Ring"

On a daily basis, there are many activities in both an English and social science class which lend themselves to a cluster approach. For instance, when both subject area teachers are individualizing instruction, there are times when a student shouldn't have to stop his work and go to another class because the bell has rung.

With a cluster approach, a student may elect to continue work in one class if he is behind or perhaps go early to the next class for extra instruction or work. An "A" student in English may therefore have more time for social sciences or vice versa. This can be a valuable approach if both teaching team members coordinate their individualized instruction units.

The cluster team member may also simply call the other teacher and request an extension of class time on any given day. If it is feasible for both teachers, class may be extended for 10 minutes or so, to enable the teacher to adequately conclude the educational activity of the day. Neither classes nor individuals have to leave only when the bell rings.

## Role Playing

Perhaps we are sometimes guilty of holding steadfastly to routine assignments and methods. Why not create a role for students to empathize? Role playing in the cluster can be a real and valuable experience in attempting to break the apathy barrier. Because of the extensive social science content available for the school year, role playing can be accomplished in a number of areas.

For example, in an English and World Cultures' cluster, a recreation from a novel concurrently studied in both classes lends itself well to a role playing incident. A trial scene from Cry, the Beloved Country by Alan Paton can prompt students to take the roles of poor South African blacks in a Johannesburg shanty town, as well as rich upper class whites of a Johannesburg suburb; in addition, the students vie for the roles of the main characters in the trial. A sudden new awareness and insight into the novel and into the dilemmas of the South African nation can suddenly be inductively achieved. When students become this involved, isn't it appropriate to have the flexible two-period block? As a bonus, a video tape recorder can be used for filming the event.

There are innumerable other role-playing situations which can be attempted. The caste system of India is incomprehensible to some students. Have them understand such a life-style by role-playing an actual incident in the life of someone in a designated caste. Prejudice units with role playing situations as an ingredient will allow students to experience the antagonisms and bigotry of man to his fellow man. The idea-list can go on ad infinitum once the opportunity is available. How can students successfully watch or take part in a role playing incident during a short one period class and then have that incident fresh in mind the next day for a written or verbal reaction? The cluster approach again provides the opportunity.

## Field Trips

The cluster affords a unique opportunity for off-campus or field trip excursions. If the clustered English or social sciences classes are the last two class periods of the day, then it would obviously be a big additional advantage. Places visited which offer educational experiences for a social science class could be the subject of discussion and writing in English as well.

The following examples are places of interest which a World Cultures - English cluster might care to visit.

Japanese Garden and Nursery
850 Meridian Ave.
San Jose

Leininger Community Center and
Japanese Tea Garden
Keyes and Senter Roads
San Jose

Stanford Cultural Museum and
International House
Stanford University

United Nations Festival (October)
Santa Clara County Fairgrounds
San Jose

## Games

How can students be motivated to learn a particular concept? How can their negative attitudes about the subject matter be changed? One method to answer these questions is the usage of games in the cluster. There are a myriad of commercial games available which teach the students definite language and reading skills under the guise of entertainment. These games can be purchased and used in either social science or English when students complete the required work early, or they can be integrated directly into a specific lesson for emphasis of a designated reading or language skill.

However, the cluster concept of cooperative activity can be achieved in an even more dramatic way by having the teachers work together to improvise their own comprehension or vocabulary games for particular units. During the cluster's newspaper unit, have students use the local newspaper and divide the class into two teams. Have each team cut out a dozen or so news stories and then clip off the headlines. The teams switch news stories with the jumbled headlines, and each team attempts to match the headlines to the coordinating stories. The first team to correctly finish the activity wins. Another newspaper game for reading comprehension also deals with news stories. Each student is asked to clip a news story and compose a question related to the article. The articles and questions are then equally divided between two student teams, and the approach can be the same as in the previously stated game. Magazine articles could be substituted for this type of game as well.

Bring a football game into the classroom. Yet another method of teaching comprehension, a football game can stimulate entire class participation. Divide the class again into two teams and re-create a sketch of a football field on the chalkboard with the necessary yard lines. As the teacher asks content-related questions to the respective teams the ball is moved ten yards for the correct answers. The team reaching the opponent's goal line and thereby making a touchdown receives six points. What an effective way for reviewing concepts prior to a test!

"Who am I?", a game testing the students' awareness of important personages in a certain culture, can also be improvised. This can be used as a follow-up to a cultural unit or to a reading of a newspaper. One person, the teacher or one of the students, can make up two to three clues to write on the chalkboard at the beginning of the game. Then, two teams or individual students can compete for the correct identification of the personage by asking questions to the individual.

Vocabulary skills can be approached using the cluster cooperative technique. Each week the social science cluster teacher gives a list of vocabulary words related to his unit to the English teacher. Over a period of two to three weeks, a suitable listing can be available for this next game of vocabulary shuffle. Each student is told to write down on a separate sheet of paper a list of ten vocabulary words from the last two to three weeks listings. These papers are then collected and redistributed among the students in the classroom. The teacher reads a definition at random from a master copy of all the words assigned for the given time period. As this is done, each student checks over his individual list of ten words and circles a word if it coincides with the definition read aloud. The first person to correctly circle all of the words on his paper wins.

Using these weekly cooperative vocabulary words for a syllabication contest generates enthusiasm and word attack skills also. Given a listing of ten words, the individual students are to divide them into syllables. The first one correctly doing so is the winner. The game can be played by having them circle prefixes, roots, and suffixes, or even by having them straighten out the jumbled letters of ten vocabulary words.

Students even enjoy creating their own games by modeling them after commerical games. New Password games can be created by replacing the words in the game with vocabulary words from the cluster. Crossword puzzles can be invented by using a blank form and adding as many vocabulary words and definitions as feasible. Needless to say, these game activities can create a positive approach to learning and can show the students that coordination does exist between social science content and English skills.

## Learning Stations

Flexibility and the usage of a variety of aides, observers, and teachers are the main compenents of a "learning stations" approach in the cluster. With a two-period block of time available each day, the social science and English teachers may wish to divide this block of time into smaller units to enable a varied approach to learning of specific objectives and to enable a smaller pupil to teacher ratio.

For example, the eighty minute total time available for an English and world cultures double period block during the study of South Africa may be divided into four learning stations of fifteen minutes each with five minutes being allowed for transition between stations. The four stations may be located in four different available classrooms, or some stations may be in the library or the reading lab. While the social science teacher is introducing some geographical information about South Africa in one station to fifteen students, his student teacher in another station is having fifteen students learn about the concept of apartheid. Simultaneously, in another station, the English teacher has fifteen students analyzing a poem by a South African author, and the reading consultant has the remaining students searching for the main idea and supporting details in a short factual article from the world cultures textbook. At the end of the eighty minutes, each student will have been able to participate in small groups in all four learning stations.

## Extended Testing Periods

Normal classroom periods never seem long enough for starting and completing some types of tests. As an alternative to completing a lengthy test over a period of two to three days and thereby repeating instructions and redistributing the necessary materials, a combined double period length of time can be arranged in the cluster. Both the social science teacher and the English teacher can give the same test to their students in two separate classrooms for the two period time block, or if a large room is available, they may combine into one group for the two periods.

Some tests which oftentimes require more than one class period and are therefore conducive for the double block of time are standardized reading tests, vocational surveys, and mid-quarter exams. The instructors are able to complete the directions, distribute materials, and answer questions thoroughly during the beginning of the period without having to keep pace with the clock for a short single period. The students as well have the advantage of continuously working on the test without interruption until it is completed.

## Skill Grouping

One of the most obvious advantages for a teaching team in a cluster situation is the opportunity to restructure the composition of the classes whenever that may be educationally desirable. On a particular day when two skills are being emphasized, the English and social science teachers could group the students in the two class periods on the basis of their mastery of the skills being taught.

For instance, those students needing work on reading for the main idea - perhaps 25 out of the total count of 60 - could spend two class periods with the English teacher. For those students who need work on separating fact from opinion, they could stay two class periods with their social sciences teacher. The reading materials in both classes, could of course, be selected from the content of either course, topical at that time.

## Reading On Demand

It is not unusual to find a range of reading levels from 2.0 to 9.0 (or even beyond) in a Cluster. What then does the teacher do with those students whose skill development is such that there is very little that can be mastered in the regular classroom? Does the teacher ask to have the students sent to some other class? Does the teacher teach to the "middle" of the class and let the rest do the best they can? One answer is to focus upon small groups of students with similar reading needs and levels of ability, and provide released class time (time demanded by the reading needs of students) for this instruction. Students will be given intensive instruction so that they might be incorporated into the total school programs rather than isolated and removed into "special" or remedial classes.

A twenty hour session is needed for this kind of intensive instruction. By being released from both English and social science for two weeks, students would be provided with uninterrupted time. Students participating in "Reading on Demand" are exempted from all assignments in the cluster during this period. Opportunity is obtained at this point for the Cluster teachers to focus on the remainder of the group with materials and teaching strategies of a different nature. If all students are rotated through "Reading on Demand" then the stigma of being "sent" for reading help is removed.

Herein lies the key to the entire concept of reading in the cluster: reading is not a "thing" for only those with severe deficiencies. Reading consists of a series of skills for all levels. Reading is not an activity or skill that is acquired in the very early grades and then taken for granted; it is a skill that is continuous and dependent upon reading needs which vary from grade to grade--subject to subject.

## Counseling

A counselor is a very valuable member of a cluster team. The grouping and time flexibility of a cluster can afford the counselor various opportunities for the vocational and educational guidance program. He may meet with the students in a small group situation by utilizing the "cycle" or "stations"; he may combine both classes for standardized testing. If he is assigned to the team he knows where his students will be together for two periods each day.

The counseler may be a valuable resource person for a particular unit of study. If the English - social science team was working on a cooperative unit on the "world of work", the counselor might discuss work permits, summer jobs, etc. The English teacher could have lessons on reading the classified ads, writing letters of application, etc.. The social science teacher may have "mock" job interviews or be dealing in a cross-cultural study of work.

Communication between the teaching team and the counselor and the home, is also easier in a cluster rather than a conventional separate class situation.

## Tutoring

In a cluster situation, students may be assisted on an individual level by many others besides the two team members. Tutors may be the reading consultant or another member of the reading department. A tutor may be a student teacher, an observer from a local college, the counselor or even a student aide!

The cluster makes it possible to spend a two period time block with the student in intensive work on correcting a particular deficiency. The teaching team cooperates in identifying the need, arranging for a tutor, time and place. The team then helps formulate and evaluate the tutor's lesson plan. Tutors may play a vital part in the cluster program.

## "Released" Time

There are numerous times during the school year when the counselor or another staff member may be brought into the cluster. This may provide the cluster team member with time for professional development. The following is only one of the possible situations.

On perhaps a Monday, the counselor could take half the cluster for a two period testing session or another activity. The social science teacher could take the other half for a two-hour instructional block. This would "release" the English teacher to meet with the reading consultant to discuss plans for developing reading efficiency.

The following day the counselor could take the other half of the group for testing, the English teacher could take the group which had already been tested and the social science teacher may then meet with the reading consultant.

## Sharing Materials

It is often possible for the staff to share materials within the cluster. The reading consultant, English or social science teacher may introduce periodicals for instance, which may be better utilized through this team approach.

A story or article appearing in a periodical such as "You and Your World" newspaper, "Search" magazine, "Focus", "Scholastic", etc., could be the basis for cooperative lesson activities. For example, an article dealing with discrimination and prejudice, read in the social science class, could lead to a writing, research, or role playing activity in English.

The English class may write a letter to the editor of a publication in response to an article discussed in social science. A short composition assignment may be assigned in English the next class period after the article is read and discussed in the social science class.

A number of periodicals are actually divided into subject or skill areas. These materials could certainly be shared within the cluster.

## Reading In The Cluster

### No Stigma Attached

Students with reading deficiencies are not deficient in sensitivity! They are very much aware of their difficulties in reading, are concerned about learning to read, and are anxious to find out how they will be treated in high school classes. By not segregating, by not isolating we are telling them that we have confidence in our program and confidence in them.

### Whose Job Is It?

The cluster philosophy of reading is quite simple: Take the student as he comes to us and as a team teach him to read while teaching "content". That philosophy is not the same as the addage: "Every teacher is a teacher of reading." Rather, every teacher is a teacher of reading skills that directly apply to his subject matter. The act of reading can't be taken out of a subject and treated in a mechanical fashion. Remediation of skills will only go so far and then content is involved. Therefore, reading skills, team-teaching and crossteaching of subjects are parts of "a whole" which in combination become the total reading-learning process.

### Standardized Tests

No one standardized test will give a totally reliable, accurate index of a student's proficency in reading. Tests vary in what they measure and certainly students "vary" from test to test as well as from day to day. For example, a student scoring 7.5 on the Nelson Reading Test may very well score 6.0 on the Gates MacGinitie. His ability level in class may range from 7.0 to almost 9.0 while his independent level may range from 5.5 to 7.5. Consequently, a reading score may only be considered one index of a student's reading ability. Furthermore, two students who each score 7.5 on a reading test may each show extremely different abilities thus underlining the importance of looking beyond a numerical or grade-level reading score. The purposes of standardized testing within the cluster program are these:

1. To provide a beginning point of departure for sequence of the instructional program.
2. To identify (rapidly) students who will need assistance with reading skills and aid in the mastery of "content" courses.
3. To identify those students whose scores indicate the need for further testing and diagnosis.
4. To provide identification of specific problems from an item analysis of the student's test.
5. To measure each student's overall progress and growth in reading as evidenced by his performance on a post-test.

### Additional Tests

Cluster teachers may elect any of several means of assessing student ability and need. For example: 1. Reading Dept. Mastery of Skills Test may be given the entire cluster to establish group and individual reading needs. 2. The San Diego Quick Assessment will provide a grade level index and is a suitable instrument to use with "new students" who arrive after the initial testing at the beginning of the school year. 3. Informal Inventory using either a textbook or a work of non-fiction, the Informal Inventory provides an index of the student's functional reading ability. 4. The reading consultant will provide additional standardized tests and also individual diagnostic tests upon teacher or counselor request.

## How To Help Students Read Orally

Oral reading is a major key to comprehension. Students who lack intonation, ignore all marks of punctuation so as to lose meaning, and repeatedly lose their place from line to line are probably doing the same things when they "read" silently. Therefore, a very important check of ability as well as a very important part of reading instruction is oral reading. It should be noted also that hearing language read properly and well is a very important part of reading improvement. It is in this domain that the teacher provides the necessary model. Many teachers have found that the oral reading of an article, a short story, or an amusing incident provides a good ending for a class period.

### But What If?

"What do you do with students who are afraid to read orally or who ask not to be called upon?" Don't make an issue out of it. However, unless the situation comes up before you have planned for it, you might have a very large number of your class who don't want to read! Try this: Begin reading orally as the students follow the copy. Read a paragraph or so and then ask for a volunteer to read just a little bit--a few sentences or so. Usually you'll have at least one student in the class who will volunteer or you'll have one student you'll feel fairly safe calling on.

After this person has read, ask that student to call on someone. You'll find immediate "interest" in the group and you'll also have a fine sociogram. Peers may react with a satirical "Thanks!" to the "friend" who just called upon them, but I have yet to find a classmate who refuses to read for the one who called upon him. Students seem to connect some degree of acceptance with this student selection process.

"How do you handle mistakes?" Correct them simply and fairly rapidly. Unless a student is very anxious to sound out the word himself, just give it to him. However, as oral reading sessions progress add some ways to help students help themselves:

1. Use rhyming clues. If the student stops and can't pronounce pace, tell him it rhymes with face. This not only clues him to the initial consonant but also allows him to discover the word and experience success
2. Call attention to the prefix or suffix. If the student blocks on the word calmness, give direction for removing the suffix, ness. Or, give him the word calm and let him see the ness as the addition. The same concept can be applied in dealing with words with prefixes added.
3. Provide recognition of blends. Sometimes giving the sound of the first two letters of a word such as blend (bluh) will cue the reader to the remainder of the word. The sound is given--not the name of the letters, b-l.
4. As a last resort, ask the student who hesitates with a word to look at the remainder of the words in the sentence. This teaches the student to use context for cues and clues. There is a "danger" here in that regression or much looking back and wasted eye motions are used. However, "to aid the student" is the goal and worth the slight risk of developing regressive patterns.

## How To Help The Student With Silent Reading

Many students complain that they don't know why they are reading something; no direction has been given other than "Read pages 12 to 25 and answer the questions at the end of the chapter." What a great help it would be if the reader had some idea as to purpose: Is he reading for the main idea of the selection? Is he to read for the author's viewpoint? Is he to read and be able to re-call specific information--literal recall? Is it "proper" to look at the questions first so that he might know what to read for? These questions might seem obvious to one who has made a career of learning and reading, but to the student who has never found the printed page any kind of "friend" these questions are very much the source of his problem.

The following two lessons are aimed at providing the reader with direction and purpose for reading.

(DIRECTED READING ACTIVITY AND GENERAL PROCEDURE FOR TEACHING A LESSON FOR THE STUDENT WITH READING PROBLEMS)

Lesson Title: Directed Reading Activity (All reading levels)

Goal: To provide a plan for reading silently

Objectives: A typical lesson will follow these steps:

1. Readiness
2. Guided silent reading
3. Discussion
4. Silent and/or oral reading
5. Follow up

Procedure: This is the procedure for a DRA on an article, essay, story, or chapter.

Step 1. DEVELOP READINESS. In this step you ask questions to see what your students know about the subject.

Introduce concepts and vocabulary needed to understand the selection. (You might need certain audiovisual aids. If students don't have necessary experience to bring to the material, they will not understand it.)

Write the "new" words on the board or on an overhead projector as you introduce them.

Try to develop pupil-interest in the reading of the material.

Step 2. GUIDE THE SILENT READING. (A cardinal principle of reading instruction is that silent reading is done before oral reading. The only exception is in a diagnostic situation where oral reading is done to get some clues to a pupil's word analysis approaches.)

Ask a specific question (or questions) to establish a purpose for reading.

Have students read silently to find the answer or answers. (How far they read depends upon the nature of the material. You can ask a question that requires reading either one sentence, one paragraph, one page, or the entire selection.)

Encourage students to ask for help if he has trouble with a word or idea.

Step 3. DISCUSS STUDENT ANSWERS. See if they can give the answer or answers without your repeating the question or questions. (You are trying to train remembering the purpose for reading.)

Ask additional questions to stimulate thinking. These questions can involve facts, inferences, conclusions, and vocabulary meanings.

Clear up any vocabulary or comprehension problems.

Step 4. PROVIDE FOR SILENT AND/OR ORAL READING. Following are possible reasons why you would have pupil re-read.

To read a part to prove the answer to a question you asked during the discussion.

To enjoy again the particular passage.

To check on success in applying word-analysis skills.

(If you divide the selection into parts, repeat steps two, three, and four until the students finish the material.)

Step 5. PROVIDE FOLLOW-UP ACTIVITIES. The DRA is a valuable diagnostic tool. By observing your students' performances, you can find strengths and weaknesses. Your findings will serve as a basis for follow-up activities. You might develop activities to extend learnings or to clear up difficulties. These activities might include additional reading materials, ditto exercises, teacher-prepared board exercises, or a quiz.

The steps in a DRA can be applied to activities you provide for developing functional reading skills. Readiness, guided silent reading, discussion, silent and/or oral rereading, and follow up are needed when you help with newspaper articles, want-ads, directories, or TV and radio listings.

Lesson Title: General Procedure For Teaching A Lesson For The Student With Reading Problems: (Levels 2.0 - 8.0)

Goal: To use both silent and oral reading to master material.

**Procedure:**

1. Write the directions for working with the selection on the chalkboard. These might be the same directions that are in the book. The directions are then explained and read from the chalkboard before students try to read them from the book. The teacher then writes the first paragraph of the selection on the overhead or on the board and demonstrates the procedure with the text.

2. Vocabulary may be presented before reading the entire selection. These words should be introduced with definitions and then used in context.

   Example: cistern: a well, tank, or vessel for holding water or other liquid.

   Moisture dripped from the leaves of the raintree and fell in a cistern, which men of long ago had carved in the hard lava.

3. Read orally with these students if on diagnostic materials there is much evidence of poor readers in the class. Quickly help them to pronounce words as they go along. Underline these troublesome words in your copy and after the students have finished you will have the materials for a word-study lesson.

4. Following the oral reading, the students should read silently for any of the following purposes which apply:

   a. Find the main point of the selection or paragraph.
   b. Prepare a good question on the selection.
   c. Find facts to prove points.
   d. Compare characters.
   e. Find the high point of the story or climax.

5. Divide the class into teams of three and give each group a question to involve (a) literal comprehension, (b) interpretation, (c) critical reading, and (d) creative reading. These terms may be defined as follows:

(a) Literal comprehension: The skill of getting the primary, or literal meaning of a word, idea or sentence in its context. Example: The first airplane flight was in __________ (a) 1803 (b) 1903 (c) 1926.

(b) Interpretation calls for thinking beyond the word and inference of meanings. The student is asked to supply or anticipate meanings not stated in the text; draw inferences; make generalizations; determine cause and effect; determine significance of a statement or passage. Example: Some so-called "flying saucers" have proved to be meteors, airplanes or birds. What leads you to believe that the "thing" in this story was not one of these?

(c) Critical reading involves passing personal judgment on quality, value, accuracy of text or author's viewpoint. Example: "If people from another planet were coming to Earth, would you expect them to look different from us? Why?"

(d) Creative reading asks the reader to project his thinking beyond the text; to suggest a different solution to a problem; add ideas or create possible solutions. Example: "If you feel that you need additional information before making up your own mind about UFO's, what kind of information would you require/"

6. Go from group to group and check to see how each group is doing. One student in each group should write down answers for his group; all students should prepare some answer to present to the class. Each group might have only one question or two or three from a given list of ten. If two groups of students are working on the same question, the second group must add to the information researched by the other group.

## How To Help Students Increase Rate of Speed

**Lesson Title:** Speed Your Comprehension (8.0 and beyond)

**Material:** Class set of April, 1972 *Reader's Digest*; "Attacked by a Killer Shark," P. 129 - any current digest might be used.

**Goals:** To teach awareness of rate of speed, flexibility in rate and concentration for comprehension.

**Objectives:**

1. Each student will learn the terms *previewing*, *overviewing*, *gross rate* and *effective rate* and will be able to arrive at his own such rates at the end of the instructional period.

2. Each student will learn to adjust his rate of reading from rapid for over-viewing to medium for concentration.

**Procedure:**

1. Distribute copies of the *Reader's Digest*, calling attention to the *Table of Contents* on the cover. Identify the titles by type. Example: 1. Current national interest (What's wrong with our Federal Bureaucracy?) and ("Amnesty for Our War Exiles") 2. Book review and excerpt ("The President and the Press") 3. Humor ("Laughter," "Campus Comedy", etc.) Point out the advantages of this *Previewing* by furthering the exercise with an introduction to "Guidelines" between p. 206 and 207. This section is all that makes this magazine different from the one on the newsstand. Read through the title and boldface of the entire guidelines, pointing out the manner in which this is done as part of the process of previewing.

2. Discuss *rate* as part of the reading process. Rate is the speed at which one reads (100 *words per minute* or 500 or 1000 wpm.) Most people are capable of reading far faster than they do. They fall into the habit of reading everything (telephone book, novel, science book, note) with the same rate. Looking up a number in the phone book, or glancing through a magazine would be at

a far greater rate than the one used for new material in science. Changing rate according to the level of difficulty of the material is using flexibility in reading.

3. Point out that the purpose of the assigned reading will be to determine one's rate of reading -- the rate the student feels he uses most often -- one that he would determine is his normal rate of reading speed.

4. Have the students turn to G-24 of the guide and explain the chart and graph. Go through the 4 steps on page G-24 that will demonstrate how the student will determine rate. The rate at which a student reads is his gross rate. The rate at which he reads as computed with his comprehension score is his effective rate. Examples: a student reads the 1987 words in 5 minutes. His gross rate is then 1987 divided by five or 399 wpm. If the student scored 80% right on the comprehension check on G-20, he would then multiply 399 by .80 and determine that his effective rate is 319 wpm. The next step would be to determine his gross rate and effective rate could be the same -- faster. Future lessons would then deal with skills, vocabulary, machines etc. designed to improve comprehension and increase rate.

5. After the student understands gross and effective and an example has been worked out at the board, then the student is ready to overview: Turn to p. 129. Read the title and introduction in the box. Read the italicized print on 129. Turn through the article, become familiar with the size of print, number of pages. Turn to p. G-20 and read the 10 questions. Then return to p. 129. Write down the time that all are to begin. Tell the students to raise their hands as soon as they conclude the reading and you will write the time on the board. They will then do the comprehension questions and figure out gross and effective rates.

6. Conclude the period by charting on the board the varieties of speeds and advising the use of one of the other three articles listed on G-24 as possible further practices.

## How To Foster Enjoyment Of Reading

### Library Reading

"If this is a reading class how come we don't just read?" That question can really stop days of skills lessons in a hurry--and rightly so! Why don't we allow students to follow a pattern of reading for pure pleasure? No book reports, no questions to answer, no oral reports to think about -- nothing other than a short period (10 min. is a good starter) in which everyone reads -- including the teacher! How often do "poor" readers see "good" readers enjoying a book, magazine, professional journal or even a cartoon? If a few "ground rules" are established regarding the purpose and the need for cooperation, and many varied materials are in the room (perhaps following a book talk by the librarian) a period of ten minutes will usually end with "Let's do that again."

## How To Work On Specific Weaknesses

**Lesson Title:** Diagnosis and Prescription for Skills Mastery (7.5 - 10.0 reading score)

**Material:** Basic Reading Skills for Senior High School

**Goal:** To diagnose abilities.

**Objective:** To match prescriptive teaching with diagnosis of deficiency.

Step I  Administer the Survey Tests I, II, III on pp. 174-176. Answer key is in H-2.

Step II  Assign work from the book on the basis of which sections of the test were most difficult for the student.

### Survey Test I

Diagnostic Test: Part 1: Word Meaning/Vocabulary
Prescriptive Work: Do: Pages 17-25 "Word Form & Meaning"

Diagnostic Test: Part 2: Sentence Meaning
Prescriptive Work: Do: Pages 61-63 "Phrase & Sentence Meaning"

### Survey Test II

Diagnostic Test: Part 1: Word Analysis
Prescription: "Word Analysis", Pages 53, 55, 56, 57, 58, 59.

Diagnostic Test: Part 2: Dictionary Use
Prescription: Pages 104-114 Dictionary Use

### Survey Test III

Diagnostic Test: Paragraph A -- Sequence of Events and Details

Prescription: Pages 26-39, Relationships: Cause-Effect, Sequence

Diagnostic Test: Paragraph B
Prescription: Sensory Image pp 77-83 and Phrase and Sentence Meaning 61-69

Diagnostic Test: Paragraph C
Prescription: Relationships pp 26-34

Diagnostic Test: Paragraph D
Prescription: Pages 7-16 and 115-124: Titles and Emotional Reactions

Step III Assign the following pages for general class work: reading lessons for those with 8.0 - 9.8 reading scores.

1. Analogies pp. 100-103
2. Story Problem and Plot Structure pp. 130-137
3. Author's Purpose or Viewpoint pp. 138-146
4. Summarizing and Organizing pp. 155-163
5. Use of Reference Materials pp. 164-173

## What Do I Teach When The Students Are Gone For "Reading On Demand?"

The key to reading improvement in the content area of the cluster program is in planning a regularly scheduled, sequential program of instruction. Improvement of reading will no more be accomplished with spotty, infrequent, once-in-awhile lessons than will the mastery of any skill; students must be led to see reading as an integral part of the cluster program and not just something that is done once or twice a month.

Most cluster teams have divided the skills lessons according to relationship with the subject area. For example, vocabulary lessons, structural analysis and spelling seem to be part of the English classroom. This is not to say that these skills aren't part of other disciplines but rather that they seem to be part of the student's expectations of that discipline. Social science teachers have expressed concern for their student's abilities in comprehension: finding the main idea, sorting fact from opinion, judging the outcome, and predicting the next in sequence. Consequently, lessons have been prepared for such division. The teacher will find specific ways of teaching these reading skills in the sections on English and social science in this handbook. Therefore, when the class begins the series of "Reading on Demand" sessions, "reading" whether a MT or a TW series does not alter; skills, lessons, and needs change because of the students "left" but the program does not.

## Reading Skills And Reading Skills Packets

The book Reading Skills, is to be used as a student's regular reading "textbook" for the school year. Students appear to feel a sense of accomplishment upon completion of a unit and tearing it out of the workbook and turning it in for a grade shows how much has been "taken out" of the work to be accomplished. Students should be given instruction that the book covers a wide variety of reading levels and not every student will "do" every page. In addition to the workbook itself, packets for skills mastery have been assembled and are available for student use in both English and social science classes. The teacher might opt for either the entire class doing each skills packet or for diagnosing individual need and assigning skills packets on the basis of need.

## Student Record-Keeping

Students at the high school level who have reading problems are aware of them! Telling the student of his deficiency and the index reached on a standardized test is not damaging if student is also part of the solution and interpretation. Therefore, most cluster teachers have established a reading folder for each student and have had students chart their scores, skills assessment and accomplishment. Many students express eagerness to have parents contacted when skills improvement and standardized scores show an increase and gain. If reading deficiency is constantly underscored as a skills problem and not allowed to be mis-construed as a problem of intelligence, both student and teacher have a cooperative base from which to work and a common goal to reach.

Use of Reading Skills
By Reading Grade Level (Con't)

| Page Numbers | Skills Level: Grades |
|---|---|
| 59 | 2-7 |
| 60 | 2-7 |
| 61 | 5-8 |
| 62 | 5-8 |
| 63-66 | 7-10 |
| 67-72 | 5-8 |
| 73 | 4-6 |
| 74 | 2-4 |
| 75 | 2-5 |
| 76-78 | 5-7 |
| 79-82 | 3-9 |
| 83-158 | 7-10 |

## USE OF READING SKILLS (Gillespie)

By Reading Grade Level

| Page Numbers | Skills Level: Grades |
|---|---|
| 1-2 | 1-10 |
| 3-4 | 1-6 |
| 5-11 | 1-10 |
| 12-14 | 1-7 |
| 15-18 | 6-10 |
| 19-24 | 1-10 |
| 25-27 | 1-3 |
| 28 | 1-10 |
| 29 | 1-5 |
| 30 | 1-7 |
| 31-32 | 1-3 |
| 33-34 | 1-5 |
| 35 | 1-9 |
| 36-37 | 1-3 |
| 38 | 1-3 |
| 39 | 1-3 |
| 40 | 1-5 |
| 41 | 6-10 |
| 42-50 | 5-10 |
| 51-55 | 3-7 |
| 56 | 2-5 |
| 57 | 2-7 |
| 58 | 2-7 |

The Kaleidoscope Readers is a set of eight books for secondary readers. The reading level ranges from second grade to ninth grade. A Comprehensive Teacher's Edition accompanies each book. Detailed lesson plans for each unit are included in the manual portion of the Teacher's Edition. The following is a suggested usage guide for The Kaleidoscope Readers.

| Title | Reading Level | For Students Reading Below Grade Level | For Students Reading At Grade Level |
|---|---|---|---|
| One Thing At Once | mid-second | 7-12 | |
| Two Blades of Grass | low-third | 7-12 | |
| Three O'Clock Courage | high-fourth | 7-12 | |
| Four Corners of the Sky | high-fifth | 7-12 | |
| Five Words Long | low-sixth | 7-12 | 7 |
| Six Impossible Things | mid-seventh | 8-12 | 7-8 |
| Seven is a handy Figure | mid-eighth | 9-12 | 8-9 |
| Eighth Day of the Week | mid-ninth | 10-12 | 9-10 |

### Skills Listed

In addition to the reading selections in the books, there are specific skills lessons. The following is a list of skills that are introduced in each of the texts. No matter what grade level a student may register in a standardized test, there will be students who will still be handicapped by never having had the introduction of a specific skill. Therefore, this guide is presented with the hope that the teacher will aid his diagnosis of skills and assignment of the necessary material to correct the deficiency.

## One Thing At Once

1. Initial Consonants (b, d, f, h, j, k, l, v, m and p) Page 21
2. Sounds of c and g -- Page 30
3. Blends of ch, sh, th and wh -- Page 40
4. Final Consonants (keep, kept; sand, snag) Page 68
5. Terminal Endings (s, es, ing, ed, en, er and est) Pages 70 and 71
6. Suffixes (er, ful, less and ly) Page 95
7. "A" Code -- all the sounds of a -- long, short, diagraphs A R and dipthongs -- Pages 111-113 and 127-128

*8. Phonics Generalizations -- Page 133

*9. Structural Analysis Generalizations -- Page 134

*10. Syllabication Generalization -- Page 135

*11. What a Dictionary Tells You -- Page 136
An analysis of word entry, word forms, pronunciation guide, parts of speech, levels of usage, cross reference, etc. -- all that a student would encounter on a page in a dictionary.

*These four pages are the same in every book (one to eight)

## Two Blades of Grass

1. Recognizing the visual clues which signal the sound that a represents in a word. Page 9
2. Determining the number of vowel sounds in a word in order to determine the number of syllables in it. Pages 10 and 11
3. Sounds of e -- Pages 22, 23, 36 and 37
4. Syllabication -- Pages 47 and 48
5. Prefixes (re, un and dis) Page 50
6. Sounds of i in one syllable words -- Pages 60 and 69
7. Sounds of o -- Pages 85 and 86
8. Sounds of u -- Pages 97 and 98
9. Matching visual and auditory patterns in syllables -- Page 111
10. Recognizing that syllabic division controls the sounds represented by the vowels in a word.

11. Schwa Page 130

*12. Phonics Generalizations -- Page 133

*13. Structural Analysis Generalizations -- Page 134

*14. Syllabication Generalization -- Page 135

*15. What a Dictionary Tells You -- Page 136

## Three O'Clock Courage

1. Differentiating between long and short vowel sounds -- Pages 5 and 6

2. Recognizing homonyms -- Pages 9, 16, 32 and 123

3. Sounds of a -- Page 16

4. Consonant Blends -- Pages 22 and 23

5. Sounds of e -- Page 42

6. Sounds of i -- Pages 51 and 60

7. Schwa Pages 51 and 60

8. Digraphs (sh, ch, th and wh) Pages 56 and 57

9. Sounds of o -- Page 68

10. Sounds of ed as "d" and "t" -- Page 69

11. Sounds of u -- Pages 68, 116

12. Prefixes, Roots and suffixes (pre, de, dis, ex, re, un and mis) Page 74, 130 and 144

13. Sounds of c ("s" and "k") Pages 80 and 90

14. Suffixes (less, ful, ly, or and ish)

15. Sounds of s as in miss and was -- Page 101

16. Three sounds of y -- Page 113

17. Controlling r -- Page 121

18. Review quiz (vowels and syllables) Page 136

19. Silent k, g, p and w -- Pages 140 and 144

20. Glossary

21. Phonics Generalizations

*22. Structural Analysis Generalizations

23. Syllabication Generalizations

24. What a Dictionary Tells You

* These four pages are the same in every book (one to eight).

## Four Corners Of The Sky

1. Consonant Review -- Pages 9 and 32
2. Contractions -- Page 12
3. Prefix, Root and Suffix -- Pages 14, 106 and 110
4. Formation of Plurals -- Pages 26, 37, 58 and 91
5. Pronunciation Key, Dictionary -- Pages 49 and 50
6. Long, Short or Schwa Vowel Sounds -- Pages 58 and 144
7. Controlling r -- Pages 72 and 86
8. Possessives -- Page 10
9. Abbreviations -- Page 125
10. Connotations -- Pages 126 and 142
11. Syllabication (accent markings) Pages 141 and 14

## Five Words Long

1. VC/CV Pattern -- Page 11

2 Use of Pronunciation Key -- Pages 15 and 30

3. Use of Accent Marks in Syllabication -- Page 16

4. V/CV Pattern -- Pages 21 and 49
5. Denotation and Connotation -- Page 57
6. Prefixes and Suffixes -- Page 91

## Six Impossible Things

1. Dictionary Pronunciation Key -- Pages 25 and 26
2. Prefix, Suffix and Roots -- Pages 27 and 51
3. Homonyms -- Page 28
4. Consonant Sounds (c, g, s, d, x, q and y) Pages 33-35 and 58
5. Silent Consonants -- Pages 37 and 58
6. Syllable Accents -- Pages 53, 87, 88, 90, 112 and 119
7. Roots and Affixes -- Pages 146-151
8. "Dictionary of Word Parts" -- Page 146
   (An explanation of Prefixes, Roots and Suffixes with emphasis of those most common)
9. "What a Dictionary Tells You" -- Page 152

## Seven Is A Handy Figure

1. VC/CV Pattern -- Pages 12 and 13
2. Stressed or accented Syllables -- Pages 26 and 29
3. Schwa markings -- Page 30
4. V/CV Pattern -- Pages 41-43 and 56-57
5. Review Quiz: Syllabication and Accentuation of Syllables -- Pages 59-60
6. Adding le to the end of a word -- Page 72
7. Prefix, Root and Suffix -- Pages 85, 86, 90, 101, 102, 114, 115, 117, 118, 130, 143, 144, 145
8. "Dictionary of Word Parts" -- Pages 148-153

## The Eight Day Of The Week

1. Suffixes -- Pages 13-16, 44, 57, 58 (See Appendix also)
2. VC/CV Pattern -- Pages 14 and 34
3. V/CV Pattern -- Pages 16, 31, 32, 33
4. Prefixes -- Pages 30, 44, 45, 46, 57
5. c and le -- Page 59
6. Quiz on VC/CV and V/CV Pattern -- Page 60
7. Quiz on Root Word Meaning - Pages 72,73, 74 and Pages 85, 86, 87 and 90
8. Phonic Principle in "r" words -- Page 101
9. Review of Syllabication Principles -- Pages 115-118 and 120
10. Review of Accent Clues -- Pages 131-132 and 146

## ENGLISH IN THE CLUSTER FOR
## STUDENTS WITH READING DISABILITIES

What do I do with students whose reading abilities are far below grade level? This recurrent question poses an extremely difficult problem for the English teacher. Within one class period each day, the English teacher oftentimes is confronted with a ninth grade grouping of students whose reading rates can run the gamut from second grade level all the way up to tenth grade level. The basic requirements of the course have to be met, and the students' individual reading levels should be improved. With textbooks and reading diagnostic materials under one arm and the objectives of the course under the other, the English teacher enters the room with a great deal of courage. Can this overwhelming challenge be met with success this year? Yes, I believe it can.

First of all, the English teacher in the cluster program is not alone. One fundamental reason for the cluster is to create smaller student-to-teacher ratios. Therefore, the social science teacher, reading consultant, librarian, team-teaching clerk, other content teachers, counselor, student teachers and observers, and even student aides should be integrated into the program. Individualized and small group instruction requires and usually demands that more than one teacher be in the room. For instance, when a few students need special assistance in using context clues, have them work in an adjacent room or even in a small group within the classroom with a student aide. Also, the counselor may take one-half of the class on a certain day, and the remainder can work on individualized reading prescriptions in their class folders. Successful methods of using other personnel within the English classroom can go on ad infinitum once the people are available and the activity is well-planned. The cluster is an effective way to assist individual students' problems because an attempt is made to reduce the class size and know the students as individuals with unique problems and needs.

English language, literature, and composition skills are not isolated from other disciplines. In a traditional English class, the student may tend to feel that these skills are isolated, but in the cluster, the student can experience the difference. Reinforcement of these skills enters into the social science classroom. No longer does a student learn a vocabulary list, write a paragraph, or study reading skills for the English lesson alone. On the other hand, social science content crosses the invisible barrier into English for a lesson on writing a report or or on reading for the main idea. Even work from other disciplines such as science and industrial arts, for example, can be emphasized through vocabulary and writing.

Communication between the social science, reading, and English teachers has to be constant. At the beginning of the year, diagnostic materials for testing students' vocabularies and comprehension skills should be given, and the results shared cooperatively. Mutual goals and lessons should be set for specific reading skills to be prescribed. Continual checking and related discussion by the three teachers should be consistent. Without this mutual effort of sharing ideas, problems, and assigned skills, the cluster approach to teaching does not really exist.

The English teacher in a cluster program is not confronting student's reading problems single-handedly, but instead working together with other teachers and personnel. Reading is a skill which is inherent in any discipline, not just English; therefore, it lends itself innately to this cluster approach. Let the students experience reinforcement of reading skills in English, as well as in other disciplines.

## MATERIALS FOR DIAGNOSING READING PROBLEMS

### I. ORAL DIAGNOSTIC TESTS

A. San Diego "Quick" Assessment Test

This assessment consists of eleven levels of increasingly difficult words to be pronounced orally by the student. If the student makes zero to one error on a level, he is still reading independently and can continue on to a more difficult, and he should stop the test at that point. If these three errors are made on levels one or two, the student is a candidate for Reading Improvement I (approximately second to third grade reading level). If they are made on levels three, four, or five, he is a candidate for Reading Improvement II (approximately fourth to fifth grade level). Errors from levels six and seven reinforce the need for Reading Improvement III (approximately sixth to seventh grade level).

B. Sight Vocabulary

The attached basic sight vocabulary list of 310 words is useful to diagnose instant recognition of common words.

C. Basic Reading Skills Checklist

Reading Skills text compiled by Barbara Gillespie - pages 3-4

D. Test of Phonetic Skills

Reading Skills text - pages 8-10

E. Oral Reading Diagnosis and Evaluation Sheet

Reading Skills text - page 11

F. Reading Checklist

Reading Skills text - pages 5-6

# BASIC SIGHT VOCABULARY

1. a
2. and
3. away
4. big
5. blue
6. can
7. come
8. down
9. find
10. for
11. four
12. funny
13. go
14. help
15. here
16. I
17. in
18. is
19. it
20. jump
21. little
22. book
23. make
24. me
25. no
26. not
27. one
28. play
29. red
30. run
31. said
32. see
33. the
34. three
35. two
36. up
37. we
38. where
39. work
40. yellow
41. all
42. am
43. at
44. are
45. be
46. black
47. brown
48. but
49. did
50. do
51. eat
52. fast
53. get
54. got
55. last
56. good
57. green
58. have
59. he
60. into
61. its
62. keep
63. like
64. made
65. must
66. my
67. new
68. now
69. on
70. our
71. but
72. please
73. pretty
74. ran
75. ride
76. saw
77. she
78. so
79. soon
80. thank
81. that
82. this
83. to
84. too
85. under
86. want
87. well
88. went
89. were
90. what
91. white
92. who
93. will
94. with
95. yes
96. you
97. about
98. after
99. again
100. an
101. any
102. around
103. as
104. ask
105. buy
106. by
107. call
108. could
109. don't
110. people
111. draw
112. eight
113. every
114. fall
115. first
116. five
117. fly
118. found
119. from
120. give
121. going
122. had
123. has
124. her
125. him
126. his
127. how
128. if
129. just
130. know
131. laugh
132. let
133. live
134. many
135. may
136. of
137. off
138. old
139. once
140. or
141. over
142. put
143. read
144. round
145. seven
146. sit
147. six
148. sleep
149. some
150. stop
151. take
152. tell
153. ten
154. them
155. there
156. then
157. think
158. today
159. us
160. very
161. walk
162. was
163. when
164. why
165. spring
166. your
167. always
168. because
169. been
170. best
171. before
172. better
173. both
174. bring
175. carry
176. clean
177. cold
178. cut
179. does
180. done

181. drink
182. far
183. full
184. gave
185. goes
186. grow
187. hold
188. hot
189. hurt
190. king
191. light
192. long
193. much
194. myself
195. never
196. only
197. open
198. own
199. pick
200. pull
201. right
202. shall
203. show
204. sing
205. small
206. start
207. their
208. these
209. those
210. together
211. try
212. upon
213. use
214. warm
215. wash
216. which
217. write
218. flower
219. would
220. mother
221. bar
222. boat
223. father
224. rabbit
225. pig
226. man
227. hen
228. children
229. cat
230. pony
231. kitten
232. grandfather
233. sun
234. horse
235. ball
236. tree
237. duck
238. chicken
239. farm
240. barn
241. house
242. girl
243. birthday
244. bird
245. money
246. eggs
247. dog
248. boy
249. cow
250. sheep
251. doll
252. school
253. tall
254. grandmother
255. toys
256. bed
257. farmer
258. garden
259. rain
260. road
261. wagon
262. party
263. back
264. squirrel
265. snow
266. store
267. apple
268. basket
269. milk
270. mill
271. street
272. door
273. corn
274. book
275. wood
276. watch
277. top
278. floor
279. eye
280. elephant
281. box
282. ball
283. airplane.
284. fire
285. feet
286. leg
287. nose
288. cap
289. table
290. bread
291. hand
292. monkey
293. ring
294. cake
295. fish
296. show
297. train
298. letter
299. head
300. water
301. grass
302. neat
303. bus
304. window
305. picture
306. paper
307. chair
308. coat
309. men
310. stick

## II. SILENT DIAGNOSTIC TESTS

### A. Nelson Reading Test

Vocabulary and comprehension skills are tested generally. Since the Nelson contains tests A and B, one can be given as a pre-test at the beginning of the school year, and the other can be given as a post-test. An actual reading level of vocabulary and comprehension is achieved from this test.

### B. McCall-Crabbs Standard Test Lessons in Reading

Five paperback books contain lessons testing reading comprehension from grades two to twelve. Each booklet contains seventy-eight lessons of short reading selections with multiple-choice questions. After each selection, a rating scale is available for correlating the number of right answers to an actual comprehension reading level. Books and grade levels are as follows: Book A (grade 2-4), Book B (grade 3-5), Book C (grade 4-6), Book D (grade 5-7, and Book E (grade 7-12).

### C. Silent Reading Diagnosis and Evaluation Sheet

Reading Skills text - page 11

### D. SRA Reading For Understanding Kit (Junior Kit)

This kit contains reading selections for students whose reading levels range from third to twelfth grades.

# VOCABULARY AND WORD ATTACK SKILLS

## INTRODUCTION

Five skills along with corresponding sample lesson plans are introduced in this section:

I. CONTEXT CLUES
II. STRUCTURAL ANALYSIS
III. PHONETIC ANALYSIS
IV. DICTIONARY SKILLS
V. SIGHT VOCABULARY AND WORD RECOGNITION

The description of these skill areas and the sample lessons with suggested follow-up activities are meant to generate new ideas and methods of approaching vocabulary and word attack skills in the cluster program.

## I. Context Clues

By using contextual clues effectively, a student can attempt to "unlock" the meaning of words in his readings without always having to rely on the dictionary. Therefore, the student can become more confident in his reading skill by developing a knowledge of the following contextual clues.

| | | |
|---|---|---|
| A. | Definition. | The new or unfamiliar word is directly defined within the reading passage. |
| | Example: | The migrants, workers who constantly move around from place to place in order to harvest crops, arrived in the Salinas valley today. |
| B. | Synonym. | A single word, having nearly the same meaning, is used to "unlock" the meaning of an unfamiliar word. |
| | Example: | He was violent and because of this vehement behavior, he was considered extremely dangerous. |
| C. | Experience. | The student can infer the meaning of the new word from his own experience. |
| | Example: | The driver came to a complete stop for the traffic lights at the intersection. |
| D. | Contrast | The new word's meaning is shown in direct opposition to the meaning of another word or phrase. |
| | Example: | A small salad for lunch will suffice for me, but for you it is not enough. |
| E. | Familiar Expression | The new word is shown in a idiomatic or everyday expression. |
| | Example: | He has a whale of an appetite. |
| F. | Summary. | The unknown word sums up the ideas presented in the preceding sentences of a passage. |

Example: The two teams are located at the front of the classroom, and the topic for the argument is written on the chalkboard. Each team member is getting his materials ready while the audience is anxiously waiting to hear the remarks made. The debate is ready to begin.

These contextual clues for ascertaining the meanings of unfamiliar words should be continually reinforced in the readings from other subject areas as well. The cluster approach affords the students this direct reinforcement between the two subjects of English and social science. For instance, a particular type of context clue can be introduced in an English lesson, and then the social science teacher can supplement the lesson with practice in using that specific context clue to "unlock" word meanings in some of his content readings. A mutual lesson like this will illustrate to students that vocabulary building is not an isolated practice to be accomplished only in the English environment, but indeed a continual practice to assist them in finding the meanings of words in any reading materals.

## V. FOLLOW-UP ACTIVITY

A. Have students read the "Hours of Fear" story in the Vanguard text. They will find the same contextual clues within the story that they studied in the beginning of this lesson.

B. Compile a combined listing of vocabulary words from the social science and English classes and compose sentences for students to practice using context clues to find or "unlock" the word meanings.

C. Assign weekly vocabulary words from Word Clues. This programmed textbook by Mc-Graw Hill, Inc. gives students additional practice in using context clues to unlock the meanings of unfamiliar words.

Context Clues

## Lesson Plan #1

I. OBJECTIVES

The students will be able to use the three contextual clues of definition, synonym, and contrast in order to correctly find the meanings of at least 80% of the unfamiliar words given in an evaluative exercise.

II. MATERIALS

A. Textbook - Vanguard  Galaxy Series
Scott, Foresman, and Company

B. Textbook - Context Clues Book E  Barnell-Loft

C. Overhead Projector and transparencies

III. PROCEDURES AND CONTENT

A. Read page 522 of the Vanguard textbook and have students complete and correct Exercise I orally.

B. Have students as a class compose a suitable definition for the word "context".

C. Introduce on the overhead projector the three types of contextual clues listed here with appropriate examples:

  A. Definition

  B. Synonym

  C. Contrast

D. Use the Barnell-Loft textbook entitled Context Clues and have students complete Lessons 22 and 23.

IV. EVALUATION

Duplicate the attached test.

Directions: Use the three types of context clues studied in this lesson (definition, synonym, contrast) to write a definition of each of the following underlined words.

1. Please do not lower the flag, but hoist it up the pole.
2. Because the man disagrees with the union's policies, he is a dissenter.
3. Since the river was not clean, it was described as murky.
4. The slaying of the three hostages was not a heroic act, but a deplorable one.
5. A mountain climber always wants to reach the top, or pinnacle of a mountain.
6. The writer was at the pinnacle of her success when she wrote her last book.
7. The wrestler stepped into the ring to fight his opponent.
8. He soon gave up the fight because he knew it was futile.
9. The sales clerk wanted to order more of the style three blouses, but the manager told her that they were discontinued.
10. Do not cut into the desk with your pencil and thereby inscribe school property.

Context Clues

## Lesson Plan #2

### I. OBJECTIVES

The students will be able to use contextual clues in order to "unlock" the meanings of words given at the beginning of a job-oriented unit and be able to complete with at least 80% accuracy an evaluative exercise the following day.

### II. MATERIALS

A. Dittoed exercise (See attached sheet).

B. Dittoed test (See attached sheet)

### III. PROCEDURES AND CONTENT

A. Write these fifteen business vocaulary words on the chalkboard and have students pronounce them.

1. abbreviation
2. annual
3. application
4. employee
5. employer
6. employment
7. income
8. initial
9. interview
10. personnel
11. qualify
12. recommendation
13. references
14. salary
15. union

B. Explain the usage of context clues and five appropriate examples.

C. Hand out dittoed copy of the attached exercise and have students read the instructions and complete the exercise individually. (Note: The first two or three sentences might be done orally as examples for the class.)

D. Correct the answers to the exercise orally in class. Students may correct their own papers.

E. Have students study their papers and then turn them in before the class period ends.

## IV. EVALUATION

Distribute the attached test the following day.

## V. FOLLOW-UP ACTIVITIES

Students could complete any of these possible activties for reinforcement of the fifteen vocabulary words in this lesson.

A. Read a "help-wanted" ad in the local newspaper and write a letter of application for the job.

B. Complete a resume for a job.

C. Work on any exercises in a job-oriented textbook entitled The Jobs You Get by Richard H. Turner.

D. Complete a sample job application form.

(Note: Lesson 13 of Listen and Write by the McGraw-Hill publishing company contains information on how to complete application forms.)

EXERCISE: Using Context Clues to "Unlock" Meanings

UNIT: Jobs

DIRECTIONS: Use context clues to help "unlock" the meanings of the underlined words in the sentences below. Write the meanings on the lines after the sentences.

Example: Mrs. Harris told me to be punctual to work and not late.

The word "punctual" means to be on time and not late.

1. Three people ran the small gift store; these personnel were Mr. Davis, Mrs. Davis, and their daughter Joan.

______________________________

2. I walked into the business office and asked for an application form so that I could fill it out and hope to get the job.

______________________________

3. I was supposed to complete the reference section of the application form with the names of people for whom I had worked.

______________________________

4. The abbreviation of the word "incorporated" is "Inc.".

______________________________

5. For the first year, I will receive an annual income of at least $10,000.

______________________________

6. My annual income will increase by $100 beginning January, 1975.

______________________________

7. An employment agency is a good place to go if a person is having difficulty finding a job.

______________________________

8. The manager asked me several questions during the interview.

______________________________

9. I had the right education, job experience, and personality, so I qualified for the job.

________________________________________

10. I wanted Mr. Jones, my high school typing teacher, to write a letter of recommendation stating my business skills.

________________________________________

11. My monthly salary will be $600.

________________________________________

12. Mr. Jackson, my employer, wanted me to make sure and arrive at work at 8:00 a.m. Monday morning.

________________________________________

13. Since I am now an employee of the Montgomery Wards stores, I get medical benefits and a paid one-week vacation.

________________________________________

14. Our carpenters' union has voted to go on strike beginning July 1.

________________________________________

15. On the first line of the application form, a person should print his first name, middle initial, and last name.

________________________________________

TEST: Business Vocabulary

DIRECTIONS: Fifteen business vocabulary words are listed below. Read the sentence completely and then write in the correct business vocabulary word in the blank.

1. abbreviation
2. annual
3. application
4. employee
5. employer
6. employment
7. income
8. initial
9. interview
10. personnel
11. qualify
12. recommendation
13. references
14. salary
15. union

1. Since I am now a ______________ of the Montgomery Wards stores, I get medical benefits and a paid one-week vacation.

2. I was supposed to complete the __________ section of the application form with the names of any people for whom I had worked.

3. I walked into the business office and asked for an __________ form so that I could fill it out and hope to get the job.

4. My __________ will increase by $100 beginning January, 1975.

5. On the first line of the application form, a person should print his first name, middle __________, and last name.

6. I wanted Mr. Jones, my high school typing teacher, to write a letter of ______________ stating my business skills.

7. I had the right education, job experience, and personality, so I ______________ for the job.

8. The manager asked me several questions during the ___________.

9. Mr. Jackson, my __________, wanted me to make sure and arrive at work at 8:00 a.m. Monday morning.

10. My monthly __________ will be $600.

11. Our carpenters' _________has voted to go on strike beginning July 1.

12. An _______________agency is a good place to go if a person is having difficulty finding a job.

13. Three people ran the small gift store; these ______________ were Mr. Davis, Mrs. Davis, and their daughter Joan.

14. The _________________of the word "incorporated" is "Inc.".

15. For the first year, I will receive an __________________income of at least $10,000.

## II STRUCTURAL ANALYSIS

One method of teaching word attack skills is to have students analyze the various structures of words. They should learn that words can be compounded (basketball), inflected (flying), affixed with prefixes and suffixes (misplace, advancement), and even contracted (can't). In addition, the essential word attack skill of syllabication, dividing words into syllables, should be reinforced as a means to improve pronounciation of unfamiliar words.

Structural Analysis

## Lesson Plan #1

Contractions

## I. OBJECTIVES

The students will be able to identify and write contractions for an evaluative test with at least 80% accuracy.

## II. MATERIALS

Exercises included in this lesson plan

## III. PROCEDURES AND CONTENT

A. Explain that a contraction is a combination of two words with one or more letters omitted, making a single word. An apostrophe (') is used to indicate the omitted letter or letters.

B. Show students the following examples on the chalkboard.

1. I have = I've
2. it is = it's
3. you are = you're
4. do not = don't
5. he will = he'll
6. they would = they'd

C. Compose sentences illustrating the preceding contractions.

D. Have students complete the attached exercises. Correct these in class.

## IV. EVALUATION

The students will take the attached test.

## V. FOLLOW-UP ACTIVITIES

A. Have students complete supplementary exercises in Language in Your Life 2 (by Harper and Row Publishers) Lessons 15 and 18.

B. Compose lessons illustrating the different spellings and meanings of these tricky homonyms:

1. you're (you are)
   your (possessive pronoun)

2. they're (they are)
   their (possessive pronoun)
   there (adverb showing a place)

3. who's (who is)
   whose (possessive pronoun

4. it's (it is)
   its (possessive pronoun)

C. Compose lessons illustrating the correct usage of contractions.

Example:

Directions: Circle the correct contraction in the sentences.

1. She (don't, doesn't) have any money.
2. Why (isn't, aren't) your paper finished?
3. The children (wasn't, weren't) allowed in the street.
4. Why (isn't, ain't) he in the glee club?
5. They (hasn't, haven't) time to stop today.

## EXERCISE ONE ON CONTRACTIONS

**DIRECTIONS:** On the line, write the contractions for the words in parentesses. Next, write an original sentence using the contraction.

1. (you have) ______________________
2. (they have) ______________________
3. (we have) ______________________
4. (he is) ______________________
5. (she is) ______________________
6. (who is) ______________________
7. (it is) ______________________
8. (they are) ______________________
9. (we are) ______________________
10. (can not) ______________________
11. (will not) ______________________
12. (should not) ______________________
13. (could not) ______________________
14. (would not) ______________________
15. (does not) ______________________
16. (is not) ______________________
17. (were not) ______________________
18. (are not) ______________________
19. (was not) ______________________

20. (she will) ____________________

21. (they will) ____________________

22. (we will) ____________________

23. (he would) ____________________

24. (she would) ____________________

25. (you would) ____________________

26. (we would) ____________________

EXERCISE TWO ON CONTRACTIONS

DIRECTIONS: Change any contraction found in the following sentences into the two words it represents.

EXAMPLE: They're going to the store. ____They are____

1. She'd rather not go to school today. ____________
2. Aren't you someone I've met before? ____________
3. They don't seem to be hungry. ____________
4. Who's the winner of the contest? ____________
5. He won't even let me close the door. ____________
6. Isn't that ridiculous? ____________
7. They're always late! ____________
8. Weren't you two the only ones from our school at the party? ____________
9. They've gone home to eat dinner. ____________
10. We know they'll have a good time. ____________
11. He couldn't go to the meeting. ____________
12. Julie isn't going to swim today. ____________
13. We'd like to finish the debate. ____________
14. We're not late. ____________
15. It's about time you arrived! ____________

TEST ON CONTRACTIONS

**DIRECTIONS:** On the line, write the contractions for the words in Parentheses.

1. (you have) ____________________
2. (who is) ____________________
3. (you are) ____________________
4. (will not) ____________________
5. (we will) ____________________
6. (he would ) ____________________
7. (does not) ____________________
8. (is not) ____________________
9. (they would) ____________________
10. (it is) ____________________

**DIRECTIONS:** Write an original sentence for each one of the ten contractions listed in the above exercise.

**DIRECTIONS:** Change any contraction found in the following sentences into the two words it represents.

1. They've given John the key. ____________________
2. He's not the quarter back. ____________________
3. We're certainly lucky. ____________________
4. He wouldn't give Susan the money. ________________
5. She'll have to understand the problem. ____________

6. The sandwiches aren't ready yet. ________________________

7. She'd better hurry, or she'll be late for the plane. ________

8. Greg can't play baseball today. __________________________

9. Couldn't they share the expenses? ________________________

10. He'll have to fix the engine himself. ____________________

Structural Analysis

## Lesson Plan #2

Syllabication

## I. OBJECTIVES

The students will be able to divide words into syllables on an evaluative test by applying three basic syllabication rules.

## II. MATERIALS

A. Text - Reading Skills Section Four ("Syllabication" compiled by Barbara Gillespie)

## III. PROCEDURES AND CONTENT

A. Explain that a syllable is a mouth position used to pronounce a sound. For example, explain that the word skill takes one mouth position and is therefore a one-syllable word. Skillful takes two mouth positions, so it has two syllables.

B. Have students turn to page 42 of the Reading Skills text and complete the first exercise of syllable division. So that students can actually hear and distinguish the mouth positions, call upon individual students to read the words in the first column orally.

C. Read the three rules for word division stated on page 42 of the textbook and have students complete the corresponding syllable break. Correct this exercise orally in class.

D. Have students complete any of the exercises from page 43 to page 47 or from page 51 to page 55.

## IV. EVALUATION

Have the students take Syllable Test 1 (Page 59) and Test 2 (Page 60).

## V. FOLLOW-UP ACTIVITIES

A. Have students jot down five to ten words which they seem to have trouble pronouncing during a particular daily lesson. These words are to then be divided into syllables and turned in to be checked by the teacher or placed in a folder for a weekly check by the teacher. A difficult word list like this can be useful for individualized instruction of word attack skills and also can enable the student to confront the pronounciation of difficult words with some success.

B. Have students divide into syllables the weekly vocabulary words from the social science content.

Structural Analysis

## Lesson Plan #3

Latin Prefixes

I. OBJECTIVES

The student will be able to learn the meanings of three Latin prefixes and then be able to use these prefixes as aids in attaining definitions of twelve new words.

II. MATERIALS

A. Dittoed puzzle exercise (Attached Sheet)

III. PROCEDURES AND CONTENT

A. Write the following three Latin prefixes and their corresponding examples on the chalkboard.

| | | |
|---|---|---|
| 1. | Semi | (semicircle) |
| 2. | il | (illegible) |
| 3. | pre | (preview) |

B. Have students write these three prefixes and corresponding examples on paper and underline the root words and circle the prefixes.

Example: (semicircle)

C. Ask if students can add other examples of words containing these prefixes. Try to write at least two more for each prefix on the chalk board.

Example: semi - semidetached, semiannual

il - illogical, illegal

pre - precede, preface

D. Have students analyze the words on the board and try to state suitable definitions for the three prefixes.

Example: semi - meaning half or partly.

il - meaning not

pre - meaning before

E. Assign the attached puzzle for completion during the class period.

F. Correct the puzzle in class and announce that the twelve words and three Latin prefixes should be studied for a test during the week.

(Note: Review the words and definitions throughout the week.)

## IV. EVALUATION

The students should be able to complete the attached test with a minimum of 80% accuracy.

## V. FOLLOW-UP ACTIVITIES

Supplement this lesson with work in any of these texts:

A. Reading Skills Section Five "Prefixes and Suffixes" (compiled by Barbara Gillespie)

B. Basic Reading Skills Section One "Word Form: Structure Analysis"

C. Vanguard "Word Families" pp. 573-581 (Scott, Foresman, and Co.)

D. Language in Your Life 2 Part Four "Building Your Vocabulary" (Harper and Row)

E. Word Attack Book Three, Troubleshooter Series

Lesson Two - "Building Words"

Lesson Three - "Changing Meanings" (Houghton Mifflin Co.)

**PUZZLE:** Latin Prefixes (semi, il, pre)

**DIRECTIONS:** Remember the meanings of the three Latin Prefixes. (semi meaning half or partly; il meaning not; pre meaning before). Each numbered prefix within the puzzle will be matched with one of the words in the left column. Use the numbered meanings below the puzzle for assistance in finding the correct word.

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| face | 1. | S | E | M | I | | | | | | | | | |
| logical | 2. | I | L | | | | | | | | | | | |
| monthly | 3. | P | R | E | | | | | | | | | | |
| literate | 4. | S | E | M | I | | | | | | | | | |
| legal | 5. | I | L | | | | | | | | | | | |
| caution | 6. | P | R | E | | | | | | | | | | |
| skilled | 7. | S | E | M | I | | | | | | | | | |
| mature | 8. | I | L | | | | | | | | | | | |
| annual | 9. | P | R | E | | | | | | | | | | |
| judge | 10. | S | E | M | I | | | | | | | | | |
| conscious | 11. | I | L | | | | | | | | | | | |
| legitimate | 12. | P | R | E | | | | | | | | | | |

**DEFINITIONS:**

1. occurring every half year
2. not legal
3. before the proper or usual time
4. partly skilled
5. born of parents not married to each other
6. author's introduction to a book
7. half conscious
8. not logical
9. to judge before hand
10. occurring every half month
11. not literate; unable to read and write
12. care taken before as against danger

**TEST:** Latin Prefixes

**DIRECTIONS:** For each of the twelve words listed below do the following:

1. Circle the prefix
2. Underline the root word
3. Write a definition

1. semiannual
2. precaution
3. illegal
4. semimonthly
5. illiterate
6. preface
7. semiskilled
8. illogical
9. premature
10. semiconscious
11. illegitimate
12. prejudge

Structural Analysis

## Lesson Plan #4

Compound Words

I. OBJECTIVES

Student will be able to pronounce and define ten compound words beginning with the words head, home, under.

II MATERIALS

A. Index Cards or Tag Strips with the following words written on them:

headstrong
headquarters
headway
headstand
headwind
headwork
underestimate
underhand
underscore
understand
homeroom
homebound
homebody
homebred
homecoming
homemade
underfoot
undernourish
undersell
undertake
homemaker
homesick
homesite
homespun
homestead
hometown
undergo
underpay
undershirt
underage
underarm
underbid
underclassman
underdevelop
underdog
underground
underrun
undersign

B. Shoebox

III. PROCEDURES AND CONTENT

A. Illustrate on the chalkboard that a compound word consists of two complete words joined together. (Examples: grandmother, sidewalk, notebook, shortstop)

B. Complete the following activity.

1. Divide the class into two teams.

2. Place all the words on index cards into the shoebox face down.

3. Have students from each team alternately choose words from the box and pronounce and define them.

4. If the student defines the word correctly, his team gains one point. If the student defines the word incorrectly, a person on the other team gets an attempt to earn the point.
(Note: Every student on a team gets an attempt on one word before second attempts are allowed.)

5. When the last word in the box is completed, the team with the higher points wins.

## IV. EVALUATION

Write ten of the words from the above activity listing on the chalkboard for a test. Have the students write the correct definitions for the words on paper.

## V. FOLLOW-UP ACTIVITIES

A. Play the same game activity with other compound words.

B. Have students compile lists of compound words according to theme. For example, words such as dugout, shortstop, homeplate, and quarterback can be compiled under a sports theme.

## III. PHONETIC ANALYSIS

The phonics approach of word analysis includes three areas: auditory discrimination, visual discrimination, and auditory-visual mastery. The first, auditory discrimination, is the ability to hear a specific sound element in a spoken word. Next, visual discrimination involves the ability to recognize the letters that represent a given sound element in printed form. Finally, auditory-visual mastery requires the student to recognize a given sound element in a spoken or written word and to be able to identify the phoneme and grapheme correspondence. The student at this point can associate the consonant blend tr as the first sound of the word track when it is heard, seen, or written.

Phonetic Analysis

## Lesson Plan #1

## Auditory and Visual Discrimination of Initial Consonant Blends

### I. OBJECTIVES

The student will be able to auditorially and visually discriminate at least 20 out of 25 initial consonant blends for an evaluative test.

### II. MATERIALS

Reading Skills text compiled by Barbara Gillespie

### III. PROCEDURES AND CONTENT

A. Have the students turn to page 26 of the Reading Skills text and pronounce orally the sounds of the initial consonant blends presented.

B. For each consonant blend, have the students orally present at least one word illustrating the blend. Write these words on the chalkboard as they are given.

Example: bl blanket blue

C. Have the students complete and correct the attached two exercises.

### IV. EVALUATION

Have students take the attached test.

### V. FOLLOW-UP ACTIVTIES

A. Students should compose and practice lists of words from the dictionary containing initial consonant blends which give them difficulty.

B. Students should work on exercises dealing with final consonant blends. (see page 26 of the Reading Skills text.)

C. Assign work on single consonant sounds, digraphs, and vowel sounds from Section Three of the Reading Skills text.

D. Use index cards or tag boards with suitable words for a lesson on initial consonant blends. These can best be used for small group activities.

E. Assign lessons from Basic Reading Skills dealing with phonetic word analysis.

Exercise One

Auditory and Visual Discrimination of Initial Consonant Blends

**DIRECTIONS:** As the teacher pronounces the three words in each set, underline the initial consonant blends.

1. twine - twin - tweed
2. transfer - trap - traffic
3. prefix - preach - prairie
4. frank - fringe - fresh
5. splash - splendid - split
6. spank - spit spill
7. crab - cracker - credit
8. smell - smooth - smog
9. sweet - swim - swipe
10. glance - glad - glide
11. drink - drain - drug
12. slide - slap - sleep
13. bloom - blood - blast
14. green - grave - great
15. still - steep - stock
16. screen - scrape - scribble
17. clam - clip - close
18. straight - strap - street
19. sneak - snow - snuggle
20. scour - scoot - scum

21. break - brave - bride

22. plant - please - plow

23. spray - spread - sprinkle

24. flavor - flat - flip

25. squint - squeeze - squirrel

Exercise Two

## Auditory and Visual Discrimination of Initial Consonant Blends

DIRECTIONS: Fill in the blank with a consonant blend to complete the word.

1. I turned out the light and went to ____eep.
2. The plant was in ___oom.
3. He ___ashed me when I got in the pool.
4. The table surface is ___at.
5. The candy is ___eet.
6. I have a ___in bed in my room.
7. The ___ide wore a beautiful wedding dress.
8. Please ___ose the door.
9. It was totally white outside because it had ___owed.
10. The sky was grey because of the__og in the air.
11. I did not get home on time because the ___affic was heavy.
12. ___ease leave me alone.
13. I am ___ad you are coming to dinner.
14. The __uirrel ran up the tree.
15. A ___efix is a group of letters at the beginning of a word.
16. The water went down the __ain.
17. My parents have five ___edit cards.
18. The lettuce was ___esh because I had just picked it.
19. Many parents ___ank their children when they are bad.

20. The lawn is ___een.

21. He walked down the ___eet.

22. Always __ay roses for bugs.

23. The mountain is ___eep to climb.

24. Do not ___ibble on my paper.

25. I had to ___our the pan because it was so dirty.

Test

Initial Consonant Blends

**DIRECTIONS:** As the teacher pronounces the three words in each set, underline the initial consonant blends.

1. trim - trout - truck
2. spool - spirit - spill
3. produce - prince - preserve
4. black - blame - blossom
5. slug - slow - slip
6. credit - cross - crush
7. twinkle - twelve twist
8. splatter - splice - splurge
9. sweep - swallow - Swiss
10. smack - Smith - smolder
11. free - French - Friday
12. drove - dry - drown
13. glance - glee - glow
14. squeak - squire - squash
15. strict - stress - stroke
16. script - scrawl - scramble
17. flaw - flirt - flop
18. plot - plum - pledge
19. broil - breeze - brace
20. snarl - snub - snap
21. climb - clue - clap
22. grain - grasp - greed
23. star - steak - sting
24. sprain - sprout - spry
25. scoot - scotch - sculpture

Phonetic Analysis

## Lesson Plan #2

## Long and Short Vowel Discrimination in One-Syllable Words

### I. OBJECTIVES

The students will be able to distinguish the long and short vowel sounds in at least sixteen out of twenty one-syllable words by learning and applying five basic rules.

### II. MATERIALS

Test - Reading Skills compiled by Barbara Gillespie

### III. PROCEDURES AND CONTENT

A. Review the basic vowels (a, e, i, o, u, y) by having the students turn to page 31 of the Reading Skills text and reading orally the short and long vowel sounds illustrated.

B. Read the five clues to vowel sounds presented on page 35. Each clue should be summarized on the chalkboard for reinforcement.

C. Students should complete the three corresponding exercises on pages 35 through 37 of the text. Correct these in class orally.

### IV. EVALUATION

The attached test should be assigned and completed with at least 80% accuracy.

### V. FOLLOW-UP ACTIVITIES

A. Compose a list of ten to fifteen popular song titles, and type them on a ditto omitting the vowels from the single syllable words. Have students fill in the vowel and state whether it is long or short.

B. Complete exercises in the Basic Reading Skills "Phonetic Word Analysis" chapter related to vowel sounds.

C. Review the symbols used in the dictionary illustrating vowel sounds. Assign a list of ten difficult or unfamiliar words and have students use the dictionary for assistance in pronouncing and labeling the vowel sounds. (Refer to Study Skills for Information Retrieval, Books 1, 2, or 3 for specific lessons)

D. Assign work in the The Kaleidoscope Readers relating to vowel sounds.

1. One Thing at Once
    the sounds of a pp. 111-113 and pp. 127-128
2. Two Blades of Grass
    the sounds of e pp. 22-23 and pp. 36-37
3. Three O'Clock Courage
    the sounds of e p. 42
    the sounds of I p. 51 and p. 60
4. Four Corners of the Sky
    The long, short, or schwa vowel sounds
    p. 44 and p. 58

TEST

## Vowel Sounds In One-Syllable Words

**DIRECTIONS:** Write an S over short vowels, an L over long vowels, and an N over any vowels which are neither long nor short.

Example: h$\overset{S}{\underline{a}}$t sh$\overset{L}{\underline{e}}$ b$\overset{L}{\underline{o}}$n$\overset{N}{\underline{e}}$

1. mend
2. clean
3. map
4. still
5. mice
6. try
7. pose
8. stage
9. my
10. cube
11. plate
12. pot
13. sight
14. slept
15. mud
16. born
17. be
18. cot
19. her
20. mar

## DICTIONARY SKILLS

The dictionary can definitely assist the student in the pronunciation, spelling, usage and meanings of unfamiliar words; consequently, it should be considered a valuable reference in any classroom. However, all too often a student is reluctant to refer to a dictionary because he lacks the knowledge of its organization and even lacks the basic knowledge of alphabetizing. Obviously, a complete set of lessons on the organization of the dictionary and alphabetizing is in order for this type of student. One textbook which enables a student to become acquainted with basic dictionary skills is Study Skills for Information Retrieval (Books 1, 2, 3) by Donald L. Barnes and Arlene B. Burgdorf. Lessons from this text can be assigned as individual, group, or entire class assignments according to the various needs of the students. With a number of dictionaries in the classroom, optimistically a class set, the student can begin to employ the dictionary as a friend and not a foe.

Dictionary Skills

## Lesson Plan #1

## Pronunciation: Symbols for the Sounds of A

### I. OBJECTIVES

The students will be able to use symbols in the dictionary to pronounce words illustrating any of the four sounds of the letter A.

### II. MATERIALS

A. Test - Study Skills for Information Retrieval, Book 1

B. Dictionaries - Individual copies or one per small group

### III. PROCEDURES AND CONTENT

A. Explain to the students that the dictionary can help in the pronunciation of an unfamiliar word because the word is shown in parentheses with symbols. Once these symbols are understood, the pronunciation of the word can be "unlocked".

B. Have students turn to page 28 of the text and read and complete the exercises. Check these in class.

C. On the chalkboard, place the four symbols for the sounds of the letter A listed on page 29 of the text. Next, have the students complete and correct exercises A, B, and C of that page in class.

D. The students should complete and correct exercises D and E by using their own dictionaries for reference.

E. Assign the attached exercise so that the students will be able to practice the A sound with more difficult words.

Dictionary Skills

## Lesson Plan #2

Spelling--Homonyms

## I. OBJECTIVES

The students will be able to use the dictionary as an aid for the correct spelling and usage of at least eight out of ten homonyms.

## II. MATERIALS

Dictionaries

## III. PROCEDURES AND CONTENT

A. Homonyms are words that are pronounced alike but have different meanings and spellings.

| Example: | | |
|---|---|---|
| | plain | plane |
| | here | hear |
| | see | sea |

B. Explain that the meanings of these homonyms are often clear when the words are shown in context, but that students frequently use the wrong homonym choice in their own writings.

C. Assign the attached exercise to be completed and corrected in class.

D. Have students study the spellings and meanings of the homonyms for a test during the week.

## IV. EVALUATION

For a test, dictate the ten homonym sets and have students spell them on paper and use each one correctly in a sentence.

## V. FOLLOW-UP ACTIVITIES

A. Have students use the dictionaries to check word syllabication.

B. Assign work dealing with compound and hyphenated word spellings.

C. Listen and Write - Lesson Three

"Using the Dictionary As a Writing Aid"

D. Study Skills for Information Retrieval

Book One

Different Spellings of Vowel Sounds p. 33

Book Two

Different Spellings of Vowel Sounds p. 17
Different Spellings of Consonant Sounds p. 19
Alternate Spellings p. 28

Book Three

Alternate Spellings p. 20

E. Have students look up in the dictionary and spell correctly words beginning with tricky initial consonants.

| | | | |
|---|---|---|---|
| Example: | P Sound | pharmacy | philosophy |
| | K Sound | chlorine | chord |
| | S Sound | censure | scenic |
| | N Sound | gnarled | knapsack |
| | R Sound | wrath | wrap |
| | SK Sound | squabble | scorpion |

Exercise Pronunciation of A Sounds

DIRECTIONS: Use the dictionary and write the correct symbol for the sound of A directly over the A in the word.

Example: crāte

Key to the Symbols: ā ă ã ä

1. dacron
2. basset
3. carnous
4. daffodil
5. daring
6. farce
7. gaberdine
8. partisan
9. nasoscope
10. sago
11. yacht
12. larynx

Exercise Spelling -- Homonym Choices

DIRECTIONS: Use the dictionary as a guide to write the correct homonym choice in the sentence blank. The pronunciation of the homonyms is given in parentheses.

Example: (sē) He wanted to see the accident.

A ship sails on the sea.

1. (fâr) He went to the __________ because he wanted to see the exhibits.

He gave the taxi driver the _______.

2. (prin' sə pəl) The ___________ of our school walked into the gym.

The ____________ of equality for all is stated in the Constitution.

3. (stā́ shən er' i) Susan wrote me a letter on pink ___________

The dog was ____________.

4. (kap' ə təl) The governor of the state work in the _______________.

A _______________ letter is used at the beginning of a sentence.

5. (Kôrs) Gravel is __________________.

Greg took a ___________ in geology this summer.

6. (pān) I have a _____________ in my leg.

The window ____________ was broken.

7. (rīt) Please ______________ him a letter.

That answer is ____________.

8. (thâr) The book belongs over ____________.

____________ coats are in the closet.

9. (Thro͞o) The wind blew __________ the trees.

Jack ______________ the ball.

10. (weth' ẽr) I do not know ____________ I can go to the dance yet.

The ____________ was stormy outside.

Dictionary Skills

## Lesson Plan #3

Word Meanings: Selecting the Right Definition

## I. OBJECTIVES

By using the dictionary, the student will be able to choose the correct definitions of at least eleven out of thirteen words on an evaluative test.

## II. MATERIALS

Text: Study Skills for Information Retrieval Book One

## III. PROCEDURES AND CONTENT

A. Explain that words in the dictionary can have a number of different meanings and that a decision has to be made about which definition to choose.

Example: embrace
1. to hug
2. to accept readily
3. to take up as a profession
4. to include

Which meaning is appropriate for this sentence?

An encyclopedia embraces a large number of subjects.

Which meaning is best suited for this sentence?

Ron embraced those ideas.

B. Assign pages 21, 22, and 24 of the text to be completed and corrected in class.

## IV. EVALUATION

Have the students use page 23 of their text as a test.

## V. FOLLOW-UP ACTIVITIES

A. Study Skills for Information Retrieval

Book One pp. 25-27.

Book Two pp. 7-13

Book Three pp. 5-7

B. Basic Reading Skills "Dictionary Use pp. 4-8

C. Word Mastery Book four

| | | |
|---|---|---|
| Lesson One | "Homonyms" | pp. 1-14 |
| Lesson Two | "Synonyms and Antonyms" | pp. 15-25 |
| Lesson Three | "The Right Word" | pp. 27-44 |

D. Kaleidoscope Readers

Exercises on word denotations and connotations:

Four Corners of the Sky p. 126 and 142

Five Words Long p. 57

E. Have students practice writing and using the multiple meanings of weekly vocabulary words.

Dictionary Skills

## Lesson Plan #4

Usage: Parts of Speech (Nouns, Verbs, Adjectives) Homologues

### I. OBJECTIVES

Given eight homologues, the student will be able to use the dictionary to label the words as nouns, verbs, or adjectives and then write an original sentences using the words correctly.

### II. MATERIALS

Dictionaries

### III. PROCEDURES AND CONTENT

A. Explain that the dictionary in addition to showing word meaning can show word usage. If the word is a noun, it is marked with a small n before the definition, for a verb, a small v, and for an adjective, a small adj..

| | | | |
|---|---|---|---|
| Example: | pump - | v. | to inflate with air |
| | | n. | a low cut shoe |
| | sweet - | adj. | friendly |
| | | n. | something sweet, as a candy |

B. The attached exercise should be assigned and completed in class.

### IV. EVALUATION

Give students the attached test.

## V. FOLLOW-UP ACTIVITIES

A. Study Skills for Information Retrieval
Parts of Speech

Book Two pp. 30-32

Book Three pp. 18-19

B. Use the dictionary to study the addition of suffixes which change the grammatical usage of words. (adj. involuntary adv. involuntarily) (v. invest n. investor)

C. Use the dictionary as a guide to troublesome or irregular word inflections. (lie-lay-lain-lying)

Exercise Usage: Parts of Speech Nouns, Verbs, Adjectives

**DIRECTIONS:** Look up these words in the dictionary and write the required definition (N, V, Adj.). Then write an original sentence using the word correctly.

Example: smack n. a sailboat used in fishing

He rented the smack for one week.

smack v. slap

Dave smacked him.

| | | |
|---|---|---|
| 1. | flounder | v. |
| | flounder | n |
| 2. | corporal | n. |
| | corporal | adj. |
| 3. | bunch | n. |
| | bunch | v. |
| 4. | cross | n. |
| | cross | v. |
| 5. | soil | n |
| | soil | v. |
| 6. | tire | v. |
| | tire | n. |
| 7. | trim | n. |
| | trim | v. |
| 8. | truck | n. |
| | truck | v. |
| 9. | trip | n. |
| | trip | v. |
| 10. | sole | n. |
| | sole | adj. |

Test Usage: Parts of Speech Nouns, Verbs, Adjectives

DIRECTIONS: Use the dictionary and write down the correct definitions for the following homologues. Next, compose an original sentence using the word correctly.

Example: pump v. to inflate with air

I need to pump my front bicycle tire.

pump n. a low cut shoe

I bought a pair of pumps yesterday.

| | | |
|---|---|---|
| 1. | steer | v. |
| | steer | n. |
| 2. | pen | n. |
| | pen | v. |
| 3. | rifle | n. |
| | rifle | v. |
| 4. | roll | n. |
| | roll | v. |
| 5. | maroon | adj. |
| | maroon | v. |
| 6. | coast | n. |
| | coast | v. |
| 7. | root | n. |
| | root | v. |
| 8. | stern | n. |
| | stern | adj. |

## IV. EVALUATION

Compose a listing of unfamiliar words with the various A sounds. Then, give two words from this list to each student. Each student is to use his dictionary to look up words, mark the A sounds accordingly, and be able to say the A sounds orally.

## V. FOLLOW-UP ACTIVITIES

A. As a part of the regular weekly assignment, have students refer to the dictionary for the pronunciation of vocabulary words compiled by the social science and English teachers.

B. *Study Skills for Information Retrieval* contains additional lessons on using the dictionary for pronunciation.

| | |
|---|---|
| Book One | pp. 28-39 |
| Book Two | pp. 14-21 |
| Book Three | pp. 8-16 |

C. *Word Attack* Book Three of the Troubleshooters series contains a short lesson pronunciation in the dictionary - pp. 7-8.

D. In the *Kaleidoscope Readers*, each book has a section on using the dictionary. Check for lessons on pronunciation.

E. *Basic Reading Skills* has lessons on diacritical marks on pp. 2-3.

## V. SIGHT VOCABULARY AND WORD RECOGNITION SKILLS

As readers, we are continuously integrating new words into our vocabulary. Along with this process, our sight vocabulary of instant recognition words also simultaneously expands. The student with a reading difficulty should constantly add sight words to his vocabulary so that his reading ability can mature. Basic sight word lists such as the Dolch Basic Sight Vocabulary List and the Kucera-Francis Sight Vocabulary List can be used for the student with a severe reading handicap. However, the student should be taught to instantly recognize additional words. If he learns a word, sees it several times in a reading selection, hears it in a class discussion, and then reviews it again in a small-group activity, he is getting continual reinforcement. Because he is in a cluster program, he may hear, see, and use this same word in social science, English, and reading. The word now may become an instant recognition word.

## SIGHT VOCABULARY AND WORD RECOGNITION SKILLS

### Lesson Plan #1

Instant- Recognition words from a social science sociology unit

I. OBJECTIVES

The student will be able to integrate five new words into his sight vocabulary.

II. MATERIALS

A. List of Words (written on a transparency):

society culture race prejudism minority

B. Overhead Projector

III. PROCEDURES AND CONTENT

(Note: These words were first introduced in the social science classroom.)

A. Place the transparency with the five words on the projector. Point to each word and pronounce it clearly.

B. Ask students to define each word and then write suitable definitions on the transparency.

C. Students should copy the words and definitions on their own papers.

D. Have students write original sentences illustrating the meanings of the words. Call upon some of the students to write their sentences on the chalkboard.

E. Mention that these words will be found in social science and English class readings during the week. Tell them that they have to find each word at least twice in some reading material. Each time, they are to copy the sentence which contains the word and write the title of the reading material where it was found. If they find the word more than twice, they may earn extra points by copying down additional sentences and sources.

F. Tell the students that they can earn additional extra points if they are the first to hear any of the five words used orally by the teacher in the English classroom.

G. During the week reinforce the pronunciation and meaning of the five words as much as possible. For example, write them on flash cards or on the chalkboard and call upon students for their pronunciation and meaning.

## IV. EVALUATION

Compose sentences using the five words and have the students underline the five and then write their own definitions for the words.

## V. FOLLOW-UP ACTIVITIES

A. Use other words from various social science units.

Example:

anthropology: culture habitat anthropology

ecology: pollution recycle environment atmosphere resource

B. Word Mastery Book Four

Lesson Four - "Word Sets" pages 45-48

C. Reading Skills compiled by Barbara Gillespie

1. An Essential Vocabulary page 12
2. Vocabulary - 742 high frequency words pages 139-142
3. Synonyms page 143
4. Word Categories page 144

D. Basic Reading Skills

"Word Meaning" pages 1-7

E. Develop exercises which require students to categorize. For example:

1. Circle the words which make you think of summer.

   ice skating
   vacation
   picnics
   bicycling
   rain
   snowflakes

2. Write three synonyms to substitute for the underlined word.

   The tree is big.

3. Write an antonym of the underlined word in the blank.

   John is tall, and Steve is ________.

F. Picto-Vocabulary Series - Barnell Loft

Categories of descriptive words.

## A LISTING OF USEFUL MATERIALS FOR TEACHING WORD ATTACK AND COMPREHENSION

BARNELL-LOFT'S SPECIFIC SKILL SERIES (Barnell Loft, Otd.)

These books cover levels one through six and contain the following titles: Using the Context, Getting the Facts, Following Directions, Locating the Answer, Working With Sounds, Getting the Main Idea, Drawing Conclusions.

| | |
|---|---|
| Level A | Grade 1-2 |
| Level B | Grade 2-3 |
| Level C | Grade 3-6 |
| Level D | Grade 4-7 |
| Level E | Grade 5-7.5 |
| Level F | Grade 6-8 |

BASIC READING SKILLS (Scott, Foresman)

This workbook contains lessons dealing with word form, reading skills, and comprehension power and is useful for students with reading levels from grade 2 to grade 9.

BREAKTHROUGH SERIES (Allyn & Bacon)

This series contains six books with high-interest reading for the high school student.

| | |
|---|---|
| With It | Grade 3.5 |
| The Time is Now | Grade 3.5 |

| | |
|---|---|
| Winner's Circle | Grade 3-5 |
| Beyond the Block | Grade 4-6 |
| The Big Ones | Grade 5-6 |
| This Cool World | Grade 6-7.5 |

THE JOBS YOU GET (Turner-Livingston Reading Series)

This particular book, suitable for fourth to seventh grade reading levels, contains lessons on the following areas: job applications, how to read want ads, job interviews, letters of reference, private versus state employment offices, improving your speech and your handwriting.

KALEIDOSCOPE READERS (Field Educational Publications, Inc.)

There are eight books in this set with reading difficulty ranging from second grade to ninth grade. The short reading selections and exercises emphasize comprehension skills in addition to containing generalizations on phonics, structural analysis, syllabication, and dictionary usage.

| | |
|---|---|
| One Thing at Once | Grade 2-3 |
| Two Blades of Grass | Grade 3-4 |
| Three O'Clock Courage | Grade 4-5 |
| Four Corners of the Sky | Grade 5-6 |
| Five Words Long | Grade 6-7 |
| Six Impossible Things | Grade 7-8 |
| Seven is a Handy Figure | Grade 8-9 |
| The Eighth Day of the Week | Grade 9-10 |

LANGUAGE IN YOUR LIFE (Harper & Row)

This textbook contains short lessons on language patterns, writing skills, vocabulary building, spelling clues, usage, and clear thinking. It can be used for students with reading levels from sixth to ninth.

LISTEN AND READ/LISTEN AND WRITE (EDL-McGraw-Hill)

Lessons dealing with reading and writing skills are available with corresponding listening tapes for students with reading levels ranging from fifth to ninth grade.

MCCALL-CRABBS STANDARD TEST LESSONS IN READING (Teachers College Press)

Five paperback books contain lessons testing reading comprehension from grades two to twelve. Each booklet contains seventy-eight lessons of short reading selections with multiple-choice questions. After each selection, a rating scale is available for correlating the number of right answers to an actual comprehension reading level. Books and grade levels are as follows: Book A (grade 2-4) Book B (grade 3-5), Book C (grade 4-6), Book D (grade 5-7), and Book E (grade 7-12).

PICTO-VOCABULARY SERIES (Benner-Law)

Six books containing lessons on descriptive word categories range from reading levels of grade 5-9.

Solomn Occasions & Superb Performances

Scrubby Trees & Forbidding Clouds

Leggy Colts & Speckled Hens

Stubby Beards & Gaunt Faces

Succulent Steaks & Frangrant Flowers

Burly Athletes and Comely Girls

READING ATTAINMENT SYSTEM (Groller Ed. Sys.)

This is a remedial program on third-fourth grade level that includes 120 selections of highly interesting materials, skill cards, keys, and record books.

READING, SPELLING, VOCABULARY AND PRONUNCIATION (RSVP) (Amsco Co.)

The workbooks are divided into three levels: Book One, 5-6 grade level, Book Two, 6th grade level, and Book Three, 7th grade level. There are a total of forty lessons in each workbook which stress these skills: word detection for meaning, structure, sentence completion, synonyms, and antonyms.

READING SKILLS (Gillespie)

This textbook for students with reading levels ranging from 2-9 contains ten sections relating to the following areas:

Section One - Diagnostic Materials
Section Two - Answer Sheets and Charts
Section Three - Basic Phonics
Section Four - Syllabication
Section Five - Prefixes and Suffixes

Section Six - Verb Forms
Section Seven- Spelling
Section Eight- Reading in the Content Field
Section Nine - Vocabulary
Section Ten - Tests in Reading Comprehension

SRA READING FOR UNDERSTANDING KIT (Science Research Association)

Junior Kit

Selections are useful for students with reading levels from grades three to twelve. Reading for reasoning, inference, interpretation, and meaning are emphasized in the short paragraphs.

STUDY SKILLS FOR INFORMATION RETRIEVAL (Allyn & Bacon)

Three workbooks are available for the following reading levels: Book One - Grades 2-5, Book Two - Grades 4-7, and Book Three - Grades 6-8. Study skills lessons on using the dictionary, alphabetizing, learning the parts of a book, using the library, analyzing maps, charts, and graphs, and writing reports are included in all three textbooks.

SUCCESS IN READING (Silver Burdett Company)

This series includes: word meaning (context), figurative language, main idea, scanning, skimming, overviewing, etc. Books One through Eight are applicable for ninth grade students with these reading levels:

Books 1, 2, 3, 4 - Grade 6-8
Books 5, 6, 7, 8 - Grade 8-9

TROUBLESHOOTER SERIES (Benner-Law)

Four booklets contain lessons on basic skills for students with reading levels of fifth grade: Spelling Action, Spelling Skills, Word Attack, Word Mastery.

VANGUARD (Scott, Foresman, and Co.)

This anthology is suitable for ninth graders whose reading levels range from seventh to ninth grade. It contains seven thematic units, a novel, and a handbook of reading skills.

WORD CLUES (Educational Development Laboratories)

This series, for grades seven through thirteen, teaches word knowledge by requiring the student to divide the word into syllables, to pronounce it, to read it in a sentence, and to write a definition.

## Introduction

A teacher in any content area must begin with the realization that he or she is also a teacher of reading, either by accident or design. In the cluster program we would rather have it be by design and so plan accordingly!

The reading program in the content area should be the result of a combined effort of the classroom teacher and the reading staff. *The social science teacher should utilize the various theories, techniques and materials employed by the cluster reading consultant. With the assistance of the consultant, these items may be applied to the social science classroom in a concrete instructional plan. The teacher can work to solve reading disabilities while teaching social science skills and content.

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*Please check the section on "Reading in the Cluster" for additional techniques and lesson plans.

## The Challenge

The social science classroom contains:

1. various levels of student ability and interest in the subject matter.
2. various levels of reading achievement within the classroom structure.
3. a limited range and scope of written instructional materials, usually one textbook, is the foundation of the lesson plan.
4. a teaching strategy which is based on the average pupil performance.
5. reading tasks which are independent in nature.
6. the minimum amount of formal instruction in pertinent study skills.

## The Objective

The social science reading program will assist in :

1. determining the actual levels of ability and interest of your classroom population.
2. ascertaining the levels of ability and the interest levels of your students.
3. providing methods by which you can increase the span and scope of your instructional materials.
4. incorporating alternatives into your teaching strategy which will meet individual student needs.
5. providing an instructional system which will have a program of study skills built in.
6. providing reading tasks in an individualized format.

## Some Elements Of A Content Area Reading Program

1. Determine the levels of student's ability and achievement.
    - A. Utilize the results of standardized reading surveys as a general indication of student reading ability.
    - B. Construct and administer subject area informal inventories to determine actual student ability in the content classroom.
    - C. Utilize subject area achievement and interest surveys to determine the students potential in the content classroom.
    - D. Constantly employ spot check evaluation under actual classroom conditions.
2. Determine the grade level and difficulty of the instructional material.
    - A. Employ readability formulae to all written material earmarked for classroom use.
    - B. Examine text structure for the style, organization and study skills format.
3. Match the appropriate text difficulty, appropriate subject matter, and student ability together.
    - A. Provide a study guide or a variant form of supplementary reading exercises to the student which emcompasses the following:
        1. purpose or objectives to the student in a format that he understands.
        2. a preview of material stating the main idea
        3. vocabulary exercises on both the literal and inferential levels keyed to the general and technical vocabulary of the instructional units.
    - 4. comprehension exercises which teach and test the literal, inferential and application aspects of the reading assignment.

B. Provide your students with various strategies of instructional delivery keyed to the subject and student needs. These may include:

1. individualized instructional periods which can concentrate on individual student disabilities.

2. grouping techniques which utilize mini lecture, social grouping or discussion topics.

3. directed reading activities for total class involvement.

## Reading-Social Science Skills

The following list contains only a sampling of reading-social science skills and goals that could be developed by the social science classroom teacher.

The ability to read to ----------

1. Separate fact from opinion
2. Find the main idea
3. Evaluate evidence
4. Make correct inferences
5. Interpret graphic materials-photographs, cartoon, charts, graphs, figures, tables legends and maps.
6. Identify or detect propaganda
7. Detect stereotypes
8. Understand the basic concepts and generalizations of the social sciences.
9. Comprehend a sequence of events and cause-effect relationships.
10. Detect overgeneralizations, faulty generalizations, false analogies and assumptions, emotional language, and other errors of logic.
11. Detect stereotypes
12. Find contradictions and detect false conclusions.
13. Locate specific facts
14. Identify statistical fallacies.
15. Detect "red herring", slogans, cliches, special pleading and other devices.
16. Understand and judge articles and editorials dealing with current social problems.

17. Find and report on outside references containing information about a topic being studied.

18. Develop independent reading habits.

19. Perceive relationships and make generalizations.

20. Assist oral skills, expression in reading, expression of complete thoughts, ability to present material orally.

21. Identify author's purpose or motive.

22. Use specialized content vocabulary.

23. Locate and cite authoritative written statements to support or oppose a particular point of view on a controversial issue.

24. Form an opinion as a basis for making a decision.

25. Be informed about what is going on in the world.

## Diagnosis Made Easy

The first responsibility of any teacher in any subject area is to determine if each student in his classes has the skills or background necessary to cope successfully in that particular subject. Of course, any time one may spend in diagnostic testing will result in benefits to both teacher and student. It will help the teacher understand the needs of each student and plan the program so that maximum learning will result, and determine which students may need special help.

A good classroom diagnostic approach should be continuous and interwoven with teaching. Needless to say, the earlier the diagnosis the better. Following are examples of diagnostic techniques for ascertaining (1) student reading ability and (2) reading level of materials.

## Can He Read?

Informal Observation There are some signs which will assist an "aware" classroom teacher in diagnosing possible reading difficulties. Is the student unable to identify words in oral activities? Is the student guessing? Is there an emotional reaction during oral reading? If the student shows a lack of interest or is simply doing unsatisfactory work, these may also be signs of reading problems.

It is usually best not to call on a student for oral reading if there is any indication of a reading difficulty. If there is such an indication, it might be advisable to administer one of the following assessment devices and contact the reading consultant for further recommendations.

## San Diego Quick Assessment Test

A graded word list, such as the San Diego Quick Assessment Test, which follows, may be utilized for instant screening to indicate the "instructional reading level". To measure a student's competency to read specific grade level materials, he must be able to recognize 90 to 95 percent of the words.

1. Administration:

   A. Type each list of ten words on an index card.

   B. Begin with a card that is at least two years below the student's grade level assignment

   C. Ask the student to read the words aloud to you. If he misreads any on the list, drop to easier lists until he makes no errors. This indicates his base level.

   D. Write all incorrect responses or use diacritical marks on your copy of the test.

   E. Encourage the student to attempt to read words he does not know so that you can identify the techniques he uses for word identification.

   F. Have the student read from increasingly difficult lists until he misses at least three words. This would be his frustration level.

# SAN DIEGO QUICK ASSESMENT TEST

## (Words listed by Grade Level)

### Preprimer

see
play
me
at
run
go
and
look
can
here

### Primer

you
come
not
with
jump
help
is
work
are
this

### 1

road
live
thank
when
bigger
how
always
night
spring
today

### 2

our
please
myself
town
early
send
wide
believe
quietly
carefully

### 3

city
middle
moment
frightened
exclaimed
several
lonely
drew
since
straight

### 4

decided
served
amazed
silent
wrecked
improved
certainly
entered
realized
interrupted

### 5

scanty
business
develop
considered
discussed
behaved
splendid
acquainted
escaped
grim

### 6

bridge
commercial
abolish
trucker
apparatus
elementary
comment
necessity
gallery
relativity

### 7

amber
dominion
sundry
capillary
impetuous
blight
wrest
enumerate
daunted
condescend

### 8

capacious
limitation
pretext
intrigue
delusion
immaculate
ascent
acrid
binocular
embankment

### 9

conscientious
isolation
molecule
ritual
momentous
vulnerable
kinship
conservatism
jaunty
inventive

### 10

zany
jerkin
nausea
gratuitous
linear
inept
legality
aspen
amnesty
barometer

### 11

galore
rotunda
capitalism

prevaricate
risible

exonerate
superannuate

luxuriate
piebald
crunch

2. Interpretation of Results:

a. The list in which a student misses no more than one of the ten words is the level at which he can read independently. Two errors indicate his instructional level. Three or more errors identify the level at which reading material will be too difficult for him.

b. An analysis of a student's errors is useful. Among those which occur with greatest frequency are the following:

| ERROR | EXAMPLE |
|---|---|
| reversal | ton for not |
| consonant substitution | now for how |
| consonant clusters | state for straight |
| long vowel | cane for can |
| short vowel | can for cane |
| prefix | inproved for improved |
| suffix | improve for improved |
| miscellaneous | (accent, omission of syllables, etc.) |

c. As with other reading tasks, your observation of the student's behavior is essential. Noting the student's posture, facial expression, and voice quality may give clues as to his tenseness, lack of assurance, or frustration while reading.

**CAUTION**

d. Of equal importance is the fluency and/or expressiveness of the student's reading.

## Can He Read The Materials?

### INFORMAL INVENTORY OF VOCABULARY IN THE CONTENT AREA

### VOCABULARY PRETEST BASED ON TEXTBOOK

**PURPOSE OF TEST:** To evaluate students' knowledge of vocabulary words which they will be reading in their textbook.

**DIRECTIONS TO TEACHER:** Select words from beginning, middle and near the end of text.

**DIRECTIONS TO STUDENTS:** The words in Column 1 are taken from your text. For each word in Column 1, find a word from the other columns which best shows the meaning of the word. Circle your answer.

| | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| 1. | alliance | distance | agreement | material |
| 2. | altitude | across | port | height |
| 3. | canal | policy | strike | waterway |
| 4. | climate | weather | travel | triangle |
| 5. | consumer | buyer | machinery | land |
| 6. | continent | city | land | resources |
| 7. | monsoon | develop | winds | region |
| 8. | peninsula | land | weather | cover |
| 9. | plateau | control | rich | highland |
| 10. | refugees | plantation | people | coast |
| 11. | rotation | bridge | trade | turning |
| 12. | strait | water | crop | village |
| 13. | tariff | border | tax | ghetto |
| 14. | typhoon | product | industry | storm |
| 15. | urban | line | city | written |

# CONTENT AREA INFORMAL READING INVENTORY

Excerpted from Diagnostic Teaching of Reading by Ruth Strang p. 125

Directions for making a group reading inventory using the social studies textbook.

1. Use 26 to 30 questions.

2. Write questions designed to measure the following reading skills in the proportions as shown below:

   (1) Using parts of the book (5 questions)
   (2) Using resource (library) materials (4 questions)
   (3) USing maps, pictures, charts, etc. (4 questions)
   (4) Vocabulary (3 questions)
   (5) Noting the main idea (3 questions)
   (6) Noting pertinent supporting details (3 questions)
   (7) Drawing conclusions (3 questions)
   (8) Noting the organization of the material (1 question)

3. Choose a reading selection of not more than 3-4 pages in length.

4. Have questions of skills--(4) through (8)--voabulary, main ideas details, conclusions, and organization--based on the reading selection.

5. Explain to the pupils the purpose of the test, and the reading skills the test is designed to measure. As the test is given let the pupils know the skill being measured.

6. Read each question twice.

7. Write the page reference of each question on the blackboard as the question is read.

8. A pupil is considered to be deficient in any of the skills if he gets more than one question in any of the skills wrong. For example, if a pupil gets two vocabulary questions wrong, he will be considered deficient in vocabulary. If he gets only one vocabulary question wrong, he will not be considered deficient.

## GUNNING FOG INDEX

Robert Gunning has also devised a"readability formula", which is the Fog Index. Readability is ascertained in three simple steps. To find the Fog Index of a passage:

1. Jot down the number of words in successive sentences. If the piece is long, you may wish to take several samples of 100 words, spaced evenly through it. If you do, stop the sentence count with the sentence which ends nearest the 100 word total. Divide the total number of words in the passage by the number of sentences. This gives the average sentence length of the passage.

2. Count the number of words of three syllables or more per 100 words. Don't count the words (1) that are capitalized, (2) that are combinations of short easy words (like"bookkeeper" and "butterfly"), (3) that are verb forms made three syllables by adding -ed or es (like created and trespasses). This gives you the percentage of hard words in the passage.

3. To get the Fog Index, total the two factors just counted and multiply by 0.4.

Gunning then tests the following paragraph from The Summing Up by W. Somerset Maugham.

> I have never had much patience with the writers who claim from the reader an effort to understand their meaning. You have only to go to the great philosophers to see that it is possible to express with lucidity the most subtle reflections. You may find it difficult to understand the thought of Hume, and if you have no philosophical training its implications will doubtless escape you; but no one with any education at all can fail to understand exactly what the meaning of each sentence is. Few people have written English with more grace than Berkeley. There are two sorts of obscurity you will find in writers. One is due to negligence and the other to wilfulness.

The number of words in the sentences of this passage is as follows:
20-23-11-13-20-10-11-10. (Note that the third sentence is actually three complete thoughts linked by a comma, in one instance, and a semicolon in the other. These should be counted as separate sentences). The total number of words in the passage is 118. The figure divided by 8 (the number of sentences) gives the average sentence length: 14.5 words.

The words of three syllables or more are underlined in the above passage. There are 15 of them, or 12.7 per cent.

Adding the average sentence length and percentage of polysyllables gives 27.2 and this multiplied by 0.4 results in the Fog Index of 10.9, about the level of Harper's.

The following table compares the Fog Index with reading levels by grade and by magazine:

| | FOG INDEX | READING LEVEL BY GRADE |
|---|---|---|
| | 17 | College Graduate |
| | 16 | College Senior |
| | 15 | College Junior |
| | 14 | College Sophomore |
| | 13 | College Freshman |
| Danger Line | | |
| | 12 | High School Senior |
| | 11 | High School Junior |
| Easy | 10 | High School Sophomore |
| Reading | 9 | High School Freshman |
| Range: | 8 | Eighth Grade |
| | 7 | Seventh Grade |
| | 6 | Sixth Grade |

## Introducing the Textbook

In the first or second class session of any course, it is a good idea to have the students examine the textbook. First have students read the title page. Then have them read the author's foreward and the table of contents. Second, have students skim the book, reading chapter titles and center and side headings, and looking at the illustrations. By doing so, students get an overall idea of what the textbook contains. Third, have students look at the index. Students then look up items in the index and turn to the page or pages referred to. In the foregoing ways students develop a number of reading skills, such as skimming to get the general idea and scanning to find a particular detail.

## Sample Lessons: Social Sciences And Reading Comprehension

The social sciences embraces many branches of human activity, and deals with a range of content unequaled in any other subject area. Consequently, the reading matter which conveys the concepts is equally varied in terms of words, ideas and modes of thinking.

Comprehension is enhanced by the amount of "meanings" from an experience background which a student brings to the printed page, however, if the student is to learn through reading he must derive meaning from it. Also comprehension involves the ability to interract appropriately with small units such as words as well as larger units such as phrases, sentences and paragraphs. The following lessons deal with only eight of the many comprehension skills that enable a student to derive that meaning.

These eight comprehension lessons were chosen to illustrate the variety of materials that are available to enable the "content" area teacher to build reading skills while teaching the subject matter. These lessons are used in classes where there are serious reading deficiencies but would certainly be of educational value with any class grouping. The final two lessons are illustrations of the "Levels of Comprehension" method which is becoming extremely popular nationally. This method builds thinking and reading skills while teaching content, and is being used at the elementary through college level.

There are two excellent textbooks available for those teachers who are trying to build reading skills in their World Cultures classrooms. The textbook Exploring a Changing World - "A Geography of World Regions and Their Cultures", by Schwartz and O'Connor, is an extremely valuable teaching tool, particularly for teachers who are working with students with severe reading difficulties. The reading level of the book is 5.5 and it is organized for skill development as well as content of material. The World Studies Inquiry Series - "Asia", "Africa", "Latin America", by Field Educational Publications, is invaluable. The stories are interesting, the discussion questions are challenging while building comprehension skills, and the studies were written with a top reading level of 5.0.

*There are numerous other materials available to assist the social science teacher in building comprehension and other reading skills. There are study kits, such as E.D.L., S.R.A., and Countries and Cultures, pamphlets such as Barnell Loft, Reading Skills, Comprehension Power, newspapers such as You and Your World, Know Your World, and numerous magazines and educational games - all available to use in conjunction with subject area readings and texts in the work of building reading skills while teaching social science subject matter.

*There is a very useful "Listing of Useful Materials for Teaching Word Attack and Comprehension" - the last six pages of the English section of this notebook.

## Fact-Opinion

## I. OBJECTIVES

75% of the class will score 80% correct or more on the final paragraph exercise.

## II. MATERIALS

A. Textbook - Exploring a Changing World

B. Reading - "Rock Music"

C. Study Skills Kit - "Fact-Opinion" (E.D.L.-GG)

## III. PROCEDURES AND CONTENT

A. Read pages 469-470 in Exploring a Changing World - "Toward a Better Way of Life" - a chapter describing the Far East as the scene of the Cold War struggle between communism and democracy.

B. Have students practice answering the "Fact or Opinion" questions on page 471.

C. Using the E.D.L. Study Skills Kit #GG, have each student complete one card.

D. Correct the cards with key.

E. For the final graded exercise, have students read a 10 sentence paragraph about any subject (i.e. "Rock Music) - marking F or O above the sentence.

## IV. EVALUATION

Correct the students' work on the final paragraph

## Drawing Conclusions

I. OBJECTIVES

80% of the class will score at least 60% correct on the Barnell Loft units attempted.

II. MATERIALS

A. Newspaper - You and Your World

B. Booklet - "Drawing Conclusions" (Barnell Loft)

C. Pamphlet - Comprehension Power IV - "Drawing Conclusions" (B. Gillespie)

III. PROCEDURES AND CONTENT

A. Read an article together in You and Your World newspaper.

B. Read to the class six tentative conclusions that you have derived from the article. Ask the class to find the paragraphs that offer supporting evidence for the conclusions.

C. Have class complete practice exercises in Comprehension Power IV - "Drawing Conclusions"

D. Correct practice exercises together.

E. Using the Barnell Loft "Drawing Conclusions" booklet - have each student complete one unit.

IV. EVALUATION

Correct the units with answer key.

## V. FOLLOW-UP

This exercise can be repeated several times during the year with these or other materials. Using any reading, the teacher can ask the students to be detectives, finding evidence to support conclusions.

# Getting the Main Idea

## I. OBJECTIVES

75% of the class will score 80% correct or more after completing at least one unit in "Getting the Main Idea" (Barnell-Loft)

## II. MATERIALS

A. Textbook - Exploring a Changing World

B. Booklet - "Getting the Main Idea" (Barnell-Loft)

C. Pamphlet - Comprehension Power III - Finding the Main Idea" (B. Gillespie)

## III. PROCEDURES AND CONTENT

A. Read pages 9-10 in Exploring a Changing World - "The Language of Maps".

B. Read the "Finding the Main Idea" skill section on page 11.

C. Have students practice with the five exercises on page 16.

D. Correct the practice exercises together.

E. Using the Barnell Loft booklet "Getting the Main Idea", have students complete one unit.

## IV. EVALUATION

A. Correct each students work as they finish with answer key that comes with the booklet - place correct % at top of each exercise.

V. FOLLOW-UP

Repeat the lesson at different intervals during the school year, using different exercises in Exploring a Changing World and the pamphlet "Finding the Main Idea" (Comprehension Power, by B. Gillespie) for supplementary exercises.

## Cause - Effect

I. OBJECTIVES

75% of the class will answer at least 60% of the questions in the "Cause-Effect" section of Comprehension Power V correctly.

II. MATERIALS

A. Textbook - World Studies Inquiry Series - Africa

B. Pamphlet - Comprehension Power V - "Cause and Effect" (B. Gillespie)

III. PROCEDURES AND CONTENT

A. Read together "Monstrous Beetle of Kill Devil Hill" and "Wings and Wheels" - pages 69-73 in inquiry - Africa

B. Answer "Why" questions on page 74, together with class - pointing out the cause-effect relationship.

C. Complete pages 14-19 in Comprehension Power V - "Cause and Effect".

IV. EVALUATION

Collect and correct the completed pages.

V. FOLLOW-UP

All of the "Why" questions after readings in the World Studies Inquiry Skills are basically cause-effect type questions and can be the springboard for many cause-effect lesson plans.

## Making Inferences

I. OBJECTIVES

75% of the class will score 60% correct or more on Study Skills Kit exercises at end of period.

II. MATERIALS

A. Textbook - Exploring a Changing World

B. Study Skills Kit - "Making Inferences" E.D.L. - FF)

III. PROCEDURES AND CONTENT

A. Read pages 50-52 in Exploring a Changing World - an excellent chapter comparing and contrasting the "developed" and "underdeveloped" world.

B. Read the "Making Inferences" skill section on page 53 of the text.

C. Have students practice making inferences with the seven exercises at the bottom of page 53.

D. Correct the practice exercises together.

E. Using the E.D.L. Study Skills Kit #FF, have each student complete as many cards as possible.

IV. EVALUATION

Correct each students work as they finish with answer key that comes with the study kit - place correct % at top of each exercise.

## V. FOLLOW-UP

This type of lesson should be repeated at frequent intervals during the school year. The Exploring a Changing World text incorporates "Making Inferences" exercises in other sections of the book, ie, page 395 in a chapter dealing with sub-Sahara Africa. Besides E.D.L., supplementary "Making Inferences" exercises can be found in the Barnell Loft series, the Reading Skills book and other sources.

## Literal Comprehension

I. OBJECTIVES

80% of the class will score at least 80% correct on the total of questions attempted for the day.

II. MATERIALS

A. Textbook - World Studies Inquiry Series - Asia

B. Study Skills Kit - "Countries and Cultures"

III. PROCEDURES AND CONTENT

A. Read "Strike" and "Caste in India", pages 39-43 in Inquiry - Asia

B. Have class answer the "Which" and "Why" questions at the end of reading.

C. Discuss "What do you Think"

D. Using the "Countries and Cultures" kit, have each student select one reading and answer questions at end.

IV. EVALUATION

A. Correct "Which" and "Why" questions.

B. Correct "Countries and Cultures" exercises.

V. FOLLOW-UP

Literal comprehension exercises can be completed with any materials and often during the year.

## Sequence of Events

### I. OBJECTIVES

90% of the class will score at least 80% correct on the You - Your World exercise at the end of the period.

### II. MATERIALS

A. Newspaper - You and Your World

B. Pamphlet - Comprehension Power IV, V, VI "Sequence of Events" (B. Gillespie)

### III. PROCEDURES AND CONTENT

A. Have the class complete some practice lessons in Comprehension Power, IV, V, VI - "Sequence of Events"

B. Correct practice exercises together

C. Using a class set of the You and Your World newspaper, cut up one of the featured stories into ten equal parts. Give each student the ten parts.

D. Have the students paste or tape the ten parts on a paper - in order according to the sequence of events.

E. Collect and correct the papers.

### IV. EVALUATION

Correct the papers by matching them to the uncut, original story.

## V. FOLLOW-UP

This is a particularly useful comprehension exercise for very slow readers and can often be repeated in conjunction with supplementary materials like the *Comprehension Power* pamphlets.

## Predicting the Outcome

### I. OBJECTIVES

80% of the class will write suitable endings to 5 of the 6 case studies.

### II. MATERIALS

A. Pamphlet - Comprehension Power I - "Predicting the Outcome" (B. Gillespie)

B. Reading - "What Happens Next"?

### III PROCEDURES AND CONTENT

A. Have class complete for practice the exercises on "Predicting the Outcome" in the pamphlet Comprehension Power I.

B. Correct these practice lessons together.

C. Using the reading "What Happens Next" - 6 short cases of high school students encountering bigotry and prejudice in their daily lives - have each student write what they see as a suitable ending to each case. They should support their predictions with evidence from the case study.

### IV. EVALUATION

Collect the "endings" or outcomes and correct on the basis of whether or not they are reasonable with respect to the evidence cited.

## V. FOLLOW-UP

These open-ended or "Predicting the Outcome" exercises are valuable not only as a technique for improving reading comprehension but also a value clarification tool. If the case studies chosen are controversial, they will often lead to interesting class discussions.

## Levels of Comprehension

The following two lessons are illustrations of the "levels of comprehension" method originated by Dr. Hal Herber of Syracuse University. This process can appropriately be used in any content area or reading class and with any source of materials. Successful lessons have dealt with articles from Search, Voice, and Senior Scholastic magazines, You and Your World and the San Jose Mercury newspapers, and stories from the World Studies Inquiry Series on "Asia", "Africa" and "Latin America". His rationale and suggested instructional methods are detailed in his book, Teaching Reading in the Content Areas.

Using this method, students move up the educational taxonomy ladder by comprehending first the facts by judging attempts at literal restatement; then recognizing the interpretation and conclusions that can be verified by the facts; and then applying the ideas in the reading to other ideas; and finally evaluating and reacting based on personal knowledge and convictions. This process really teaches thinking skills as well as reading and even offers the student possible courses of action to act on his beliefs.

The teacher's role in this process should be one of resource person, often times "resolving differences" by comparing evidence from the reading when two or more people comprehend differently -- reaching concensus if possible. Following are comments from teachers on why they like using this instructional method.

## Using Levels of Comprehension

### Teacher Comments

1. Students realizing their own opinions.
2. Open mindedness.
3. Consideration of opinions of others.
4. It is now apparent that in conducting follow-up exercises to reading assignments, we have not always started with the concrete evidence and worked toward abstract inferences and ideas. The results have been somewhat predictable.
5. It affords the opportunity for students to work with peers--hopefully to accept others' ideas even if others are not part of their group. (Here I mean that students rely on friends' opinions and reasoning even if false and tend to reject sound ideas from those they don't like because they don't like them.)
6. Discussion rather than teacher orientation.
7. Recognition that not all children in a class can or do work at the same level of comprehension.
8. All printed material should be read critically and analytically whether from the sciences or social sciences.....You should understand statements--even though you may or may not agree with them.
9. Active student involvement rather than active teacher involvement is essential to the accomplishment of my goal. The levels of comprehension process stimulates student involvement with the material, gives him many reasons to read carefully, and provides an opportunity for lively student interaction.
10. My personal instruction-strategy emphasizes the importance of communicating with others as the goal of instruction for the "educated man."
11. Comprehension, even at the 1st and 2nd levels is perhaps the most basic aspect of reading and an area where most students have difficulty.
12. The challenge of this teaching method is to provide options that will meet the needs of students with widely divergent abilities. In developing materials for their use, I have been unconsciously following the levels of comprehension process. having it spelled out, however, is very helpful.
13. Pragmatic application of reading selection to current events, or personal experiences.
14. Makes student accountable for his statement by requiring evidence and reasons for his answer.
15. Development of awareness to the total environment to grasp as many supportive observations as possible--scientific method.

## LEVELS OF COMPREHENSION

## SUGGESTED STEPS IN TEACHING

The following 15 steps are suggested ways for working with a class on levels of comprehension in successively more difficult steps. Depending on your preference, the nature of the reading selection, and your students' ability, you may want to skip some steps altogether, skip some and return to them later, incorporate the simple exercises for all levels to add diversity and/or depth and then introduce the more complex exercises for each level or assign different students to different steps. Where there are two types of response, acceptance and rejection, youcan help your students by supplying two examples, one for each type of response. Presentation of the reasons for the levels of comprehension process and of the nature of the process should preceed all of the following.

## Levels of Comprehension

### Procedure Sheet

1. Preview the Level I statements to accompany the article or story
2. Read the article.
3. Respond to the Level I statements by writing a "yes" or "no" in each blank to answer the question, "Is this what the author said?"
4. Raise your hand at this point so that you can be assigned to a discussion group.
5. Resolve differences, whenever possible, with members of your discussion group.
6. Call for the answer key since there are "right" and "wrong" answers.
7. Proceed to Level II. Write a "yes" or "no" to answer the question, "Is this what the author meant?"
8. Resolve differences, whenever possible, in your group.
9. Call for the answer key since there are "right" and "wrong" answers.
10. Proceed to Level III. Write "yes" or "no" to answer the question, "Do the ideas in the reading selection relate to the ideas given?"
11. Compare answers with members of your group. Resolve differences or amend answers if appropriate.
12. Proceed to Level IV. Write a "true" or "false" to answer the question, "Based on all my learning and my convictions, do I personally agree with the ideas here?"
13. Share your answers and reasoning where appropriate.
14. Complete the second part of Level IV by matching the models for possible action iwth the appropriate response.
15. Compare answers with members of your group. Resolve differences when possible.

# Fifth Chinese Daughter

Now after eleven years of continuous vigilance, Daddy was not goint to let Jade Snow go to any school that "tough" boys might be attending. He called upon Oldest Sister for assistance. Oldest Sister suggested a junior high school eight blocks from home which she taught superior to other schools. As it had no Chinese students, Jade Snow would be forced to learn more English, Oldest Sister convinced Daddy.

Complying with their decision, Jade Snow found herself the only Chinese student in a small neighborhood school. Here she did not make new friends. She missed her grammar school companions, but she hesitated to take the initiative in making friends with the first "foreign" classmates of her own age. She was not invited to any of their homes or parties. Being shy anyway, she quietly adjusted to this new state of affairs; it did not occur to her to be bothered by it.

Since the new school was a little farther than comfortable walking distance over the steepest part of Nob Hill, Jade Snow received fifty cents from Mamma twice a month to buy a car ticket. On nice days, however, Jade Snow usually walked home from school to save two-and-a-half cents.

It was on one of these solitary walks home soon after she had transferred to the new school that Jade Snow was introduced for the first time to racial discrimination.

She had been delayed after school. Everyone had gone except herself and a little boy to whom she had never paid much attention

--a very pale, round-faced boy with puffy cheeks, an uncombed thatch of sandy hair, freckles, and eyes which strangely matched the color of his hair.

"I've been waiting for a chance like this," Richard said excitedly to Jade Snow. With malicious intent in his eyes, he burst forth, "Chinky, Chinky, Chinaman."

Jade Snow was astonished. She considered the situation and decided to say nothing.

This placidity provoked Richard. He picked up an eraser and threw it at her. It missed and left a white chalk mark upon the floor. A little puff of white dust sifted up through the beam of the afternoon sun streaming through the window.

Jade Snow decided that it was time to leave. As she went out of the doorway, a second eraser landed squarely on her back. She looked neither to the right nor left, but proceeded sedately down the stairs and out the front door. In a few minutes her tormentor had caught up with her. Dancing around her in glee, he chortled, "Look at the eraser mark on the yellow Chinaman. Chinky, Chinky, No tickee, no shirtee!"

Jade Snow thought that he was tiresome and ignorant. Everybody knew that the Chinese people had a superior culture. Her ancestors had created a great art heritage and made inventions important to world civilization: the compass, gunpowder, paper, and a host of other essentials. She knew, too, that Richard's grades couldn't compare with her own, and his home training was obviously amiss.

After following her for a few blocks, Richard reluctantly turned off to go home, puzzled and annoyed by not having provoked a fight. Jade Snow walked on, thinking about the incident: She had often heard Chinese people discuss the foreigners and their strange ways, but she would never have thought of running after one of them and screaming with pointed finger, for instance, "Hair on your chest!" After all, people were just born with certain characteristics, and it behooved no one to point a finger at anyone else, for everybody was or had something which he could not help.

She concluded that perhaps the foreigners were simply unwise in the ways of human nature, and unaware of the importance of giving the other person "face" no matter what one's personal opinion might be. They probably could not help their own insensibility. Mama said they hadn't even learned how to peel a clove of garlic the way the Chinese do.

When she arrived home, she took off her coat and brushed off the chalk mark. Remembering the earlier incident of the neighborhood boy who spit on her and its outcome, she said nothing about that afternoon to anyone.

## Fifth Chinese Daughter

### Introduction

Read quickly through this page before you read the story. This will give you an idea of what you are about to read. Then after reading the story, complete the assignment as directed. You may need to refer to the article as you work on the assignment.

### Level I: Literal Comprehension (What does the story say?)

Directions: Read each of the following statements. If the sentence is an accurate restatement of what the article is saying, write the word "yes" in the blank; write "no" if the sentence is not an accurate restatement.

_____1. Everyone knew the Chinese people had a superior culture.

_____2. Jade knew that Richard's grades couldn't compare with her own.

_____3. Richard's home training was obviously faulty.

_____4. It behooved no ove to point a finger at anyone else.

### Level II: Interpretive Comprehension (What does the author mean?)

Directions: Read each of the following sentences. If the sentence represents what the author meant and is a "correct" interpretation of the reading, write "yes" in the blank. The interpretation is correct if you can find evidence to support the statement among the level I sentences or in the reading. If the interpretation is incorrect or unwarranted, write "no" in the blank. Be prepared to cite your evidence.

_____1. Pride in her ancestors helped Jade Snow have a positive opinion of herself.

_____2. Knowing she was successful in school helped to give Jade Snow a positive opinion of herself.

_____3. Children can learn to act in a prejudiced way from things they learn at home.

_____4. It would have made Jade Snow happy if her older brother had come by and made fun of Richard's freckles.

Level III: Applied Comprehension (Can I relate this information to something I already know?)

Directions: Read each of the following sentences. These sentences probably contain ideas with which you are familiar. Decide whether you can relate the ideas in the story to the ideas in each sentence. If you can, write "yes"; if not, "no". Be prepared to explain your decision.

_____1. A course in U.S. History is required of each student who receives a high school diploma in California.

_____2. Words can hurt.

_____3. There have been many instances of prejudice and discrimination against people of Chinese ancestry in California's history.

_____4. Chinese Americans are "inscrutable" - hard to understand.

_____5. "The meek will inherit the earth".

Level IV: Evaluation and Reaction (looking at all available evidence, what do I believe? What action could I take?)

Directions: Read the following item. Decide, based on information you have from all sources, whether you think the statement is "true" or "false". Write the appropriate word in the blank. Be prepared to explain your answer.

_____1. Prejudice against any person because of his color or ethnic background, is against what this country stands for. Students who make discriminatory remarks toward others should be suspended

Directions: Below there are listed 8 possible courses of action. Some would be appropriate for a person who answered "true" to the level IV statement above: some would be appropriate for a person who answered "false": some would be appropriate follow up for either answer. Write the number of all appropriate activities on the respective line.

____________________1. Appropriate for true answer.

____________________2. Appropriate for false answer.

1. Writing a letter to my congressman.
2. Discussing the problem with my teachers and counselor.
3. writing a letter to "Action Line".
4. Suggesting that our school include more studies of people of different cultural backgrounds.
5. Expressing my opinions on a radio talk show.
6. Signing a petition to end all school suspensions.
7. Discussing the new suspension idea with my parents.
8. Reading a book about Chinese - Americans.

# BLACK POWER

The adoption of the concept of Black Power is one of the most legitimate and healthy developments in American politics and race relations in our time. The concept of Black Power speaks to all who need to unite, to recognize their heritage, to build a sense of community. It is a call for black people to begin to define their own goals, to lead their own organizations and to support those organizations. It is a call to reject the racists institutions and values of this society.

The concept of Black Power rests on a fundamental premise: Before a group can enter the open society, it must first close ranks. By this we mean that group solidarity is necessary before a group can operate effectively from a bargaining position of strength in a pluralistic society. Traditionally, each new ethnic group in this society has found the route to social and political viability through the organization of its own institutions with which to represent its needs within the larger society. Studies in voting behavior specifically, and political behavior generally, have made it clear that politically the American pot has not melted. Italians vote for Rubino over O'Brien: Irish for Murphy over Goldberg, etc. This phenomenon may seem distateful to some, but it has been and remains today a central fact of the American political system.

The Point is obvious: black people must lead and run their own organizations. Only black people can convey the revolutionary idea and it is a revolutionary idea that black people are able to do things themselves. Only they can help create in the community an aroused and continuing black consciousness that will provide the basis for political strength. In the past, white allies have often furthered white supremacy without the whites involved realizing it, or even wanting to do so. Black people must come together and do things for themselves. They must achieve self-identity and self-determination in order to have their daily needs met.

Black Power means, for example, that in Lowndes County, Alabama, a black sheriff can end police brutality. A black tax assessor and tax collector and county board of revenue can lay, collect, and channel tax monies for building of better roads and schools serving black people. In such areas as Lowndes, where black people have a majority, they will attempt to use power to exercise control. This is what they seek: control. When black people lack a majority, Black Power means proper representation and sharing of control. It means the creation of power bases, of strength, from which black people can press to change local or nation-wide patterns of oppression-instead of from weakness.

## BLACK POWER

### Introduction

Read quickly through this page before you read this newspaper article. This will give you an idea of what you are about to read. Then, after reading the article, complete the assignment as directed. You may need to refer to the article as you work on the assignment.

**Level I: Literal Comprehension** (What is the author saying?)

Directions: Read each of the following statements. If the sentence is an accurate restatement of what the article is saying, write the word "yes" in the blank; write "no" if the sentence is not an accurate restatement.

_____1. Black Power rests on the idea that a group must organize itself before attempting to operate effectively in our society.

_____2. There is a place for white leadership in the organizations.

_____3. The idea of the "melting pot" has not worked.

_____4. Black power can mean a type of political control over the lives of black people.

**Level II: Interpretative Comprehension** (What does the author mean?)

Directions: Read each of the following sentences. If the sentence represents what the author meant and is a "corret" interpretation of the reading, write "yes" in the blank. The interpretation is correct if you can find evidence to support the statement among the Level I sentences. If the interpretation is incorrect or unwarranted, write "no" in the blank.

Be prepared to cite your evidence.

_____1. Black Power is definitely a positive force in American politics.

_____2. Black Power is a means to an end.

Level III: Applied Comprehension (Can I relate this information to something I already know?)

Directions: Read each of the following sentences. These sentences probably contain ideas with which you are familiar. Decide whether you can relate the ideas in the article to the ideas in each sentence. If you can, write "yes": if not, "no". Be prepare to explain your decision.

_____1. "A man dies when he refuses to stand up for what is right".

_____2. "Them that has-gets".

_____3. "To err is human; to forgive, divine".

Level IV: Evaluation and Reaction (Looking at all available evidence, what do I believe? What action could I take?)

Directions: Read the following item. Decide, based on information you have from all sources, whether you think the statement is "true" or "false". Write the appropriate word in the blank. Be prepared to explain your answer.

_____1. Black Power is a legitimate political movement which will best meet the needs of black people. Consequently, the movement should be encouraged.

---

Directions: Below there are listed 10 possible courses of action. Some would be appropriate for a person who answered "true" to the level IV statement above; some would be appropriate for a person who answered "false"; some would be appropriate follow-up activities for either answer. Write the numbers of all appropriate follow-up activities in the appropriate blank.

______________________________1. Appropriate for a true answer.

______________________________2. Appropriate for a false answer.

1. Writing a letter to my Congressman.
2. Suggesting that all Black Power advocates be jailed as enemies of the state.
3. Voting for the political candidate who believes as I do.
4. Expressing my opinions on a radio talk show.
5. Supporting a law which would make illegal any group which openly advocated racial segregation.
6. Writing a letter to the editor of my local paper supporting the provision that Black Power advocates be given free T.V. time in the upcoming election.
7. Supporting the formation of a lobby to represent the interests of black people.
8. Suggesting that our school include a unit on Black Power in its U.S. History program.
9. Joining the Ku Klux Klan.
10. Working on the Chishom campaign.

## Materials Available For Reading In The Content Area Of Social Sciences

Compiled by Lucian Davis, ESUHSD
Reading Coordinator

### Social Studies

1. Springboard Programs in Social Studies, American History, The Negro In American History and World History
   Reading Level Range 5-7 grade
   Address:
   Portal Press, Inc.
   605 Third Avenue, New York
   New York 10016

2. Exploring a Changing World: A Geography of World Regions and Their Cultures (by) Melvin Schwartz, John R. O'Connor
   Second edition (1968)
   Reading Level 5.5
   (for grade 9)
   (Globe Book Company)
   175 Fifth Avenue
   New York, Ne.Y. 10010

3. Exploring the Non-Western World: A Geographic, Economic and Cultural Study of the Soviet Union, Africa, the Middle East, the Far East and the Pacific World (1968) (by) Melvin Schwartz and John R. O'Connor
   Reading Level 5.5
   (for grade 9)
   (Globe Book Company)
   see address above

4. Exploring American History (4th. revised edition, 1968) (by) Melvin Schwartz and John R. O'Connor
   Reading Level 5.5
   (for grade 9)
   (Globe Book Company)
   see address above

5. Exploring Our Nations History(1969) (by Sidney Schwartz and John R.O'Connor
   Reading Level 6.1
   (for grade 11)
   (Globe Book Company)

6. Exploring World History (1969) (Globe Book Company)
(by) Sol Holt and John R. O'Connor
Reading Level 5.5
(for grade 10)

7. The Afro-American in U.S. History (Globe Book Co.)
(1969) (by) Benjamin DaSilva,
Milton Finkelstein, and Arlene Loshin
Reading Level 5.5
(for senior H.S. use)

8. Follet Series in World History, Geography (map skills),
U.S. History
Reading Levels 6.5-7.5

9. Background For Tomorrow (U.S. History)
(by) Bertha Davis, Dorothy S. Arnof and Charlotte Croon Davis
Reading Level 8.0
Address:
The MacMillan Company
866 Third Avenue
New York, New York 1022

10. SRA
Dimensions in Reading Kit- American Series (U.S. History)
Reading Levels 3-8

11. EDL (Educational Developmental Laboratories)
Huntington, New York
EDL Social Studies - Self directed reading activity

Kit CC (third rdg. level)
Kit DD (fourth rdg. level)
Kit EE (fifth rdg. level)
Kit FF (sixth rdg. level)
Kit GG (seventh rdg. level)
Kit HH (eighth rdg. level)
Kit II (ninth rdg. level)

Major Study Skills the EDL Program covers.

1. A readiness step that stimulates interest, initiates purpose, and introduces vocabulary.

2. Interpretation - detecting author's purpose, drawing conclusions, making comparisons, inferences, etc.

| | | |
|---|---|---|
| 3. | Evaluation | judging relavancy, noting significance, verifying accuracy |
| 4. | Organization | find main ideas, electing details to support main ideas, outlining, determining sequential order |
| 5. | Reference | using alphabetical order, using parts of a book, reference material, etc. |

* Some publishers are gradually providing less difficult content materials that are being written with the following features below:

1. A controlled vocabulary (per chapter)

2. Shorter chapters

3. Motivational introductions to units and chapters

4. A realistic program for the development of reading skills "built into the text"

12. McCormick-Mathers Publishing Co. Inc.
300 Pike Street, Cincinnati, Ohio 45202
(or)
Box 1184
Burlingame, California 94010

Pull Ahead Books for reluctant readers
fourth to sixth grade vocabulary for junior-senior highs
historical biographies - 9 titles

13. Field Educational Publications, Inc.
609 Mission Street
San Francisco, California 94105

Presents
World Studies Inquiry Series on Asia, Africa and Latin America "for students reading below grade level"

1. Objectives spelled out for the student before he begins to study

2. Clear definitions of key words and terms

3. Exercises in both reading and content subject skills-designed to give the student that essential feeling of success.

14. Xerox Education Center
Columbus, Ohio 43216

You and Your World
Know Your World

These are weekly current events newspapers for reluctant readers. Planned to insure student interest, YYW is 5.5 reading grade level and KYW 4.5.

15. Countries and Cultures

Articles of 500-1250 words each ranging from 4.5 to 9.5 reading levels. At least 75 different countries are represented in the 120 reading selections which zero in on specific regions or people in a region and are concerned with a specific facet of human actions or attitudes. The program consists of a Reading selection and a Skill Card with six comprehension questions regarding literal comprehension and three questions of a critical reading nature.

# HELP!

OR

# A TEACHER'S RESOURCE BOOK FOR TEACHING STUDENTS WITH READING DIFFICULTIES

COMPILED
AND WRITTEN
BY

BARBARA GILLESPIE

Mrs. Barbara Gillespie
Reading Consultant
Oak Grove High School

cmw

ED 100 879

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# ACKNOWLEDGMENTS

"Do-It-Yourself Diagnostic Reading Tests" -- S. Alan Cohen

"A Neurological Impress Method of Reading Instruction" -- Heckelman

"Television and the Classroom Reading Program" -- George J. Becker

"Listening Skills -- Their Implications for Reading" -- Emerald Dechant

"An Outline of Study Skills" -- Francis Robinson

"Diagnostic Spelling Test" -- Helen Carey & Dorothy Withrow

Vocabulary Development Through Context -- Thomas & Robinson

A Recall Technique -- Lucian Davis

Listening Recall -- Lucian Davis

"Suggestion for Teaching Comprehension" -- David L. Shepherd

"Informal Inventory" -- Ruth G. Viox

"Sample Group Inventory" -- Ruth Strang

Guide to Efficient Reading -- Thomas Pickett

# DIAGNOSIS

# DO-IT-YOURSELF DIAGNOSTIC READING TESTS

S. Alan Cohen

Dr. Cohen is director of the Reading and Language Arts Center, Ferkauf Graduate School, Yeshiva University, New York, N.Y.

DO YOU TEACH FIRST AND TEST LATER? That's like dispensing medicine before diagnosing an illness.

The teacher's first job is to diagnose needs. First test and then teach, but teach to the test. That way you're sure to meet the kids' needs -- if you've used the right tests. After you've taught, test again to see if needs have been met.

Following are a number of homemade, low-budget diagnostic tests for assessing reading needs:

ALPHABET. Do the poorest readers know the alphabet? Ask them to write it in 30 seconds. (Give primary grades 45 seconds.)

AUDITORY DISCRIMINATION. Select nonsense words or words not in your students' vocabularies. (See The Teacher's Word Book of 30,000 Words by Edward Thorndike and Irving Lorge.) Students listen to the single consonant sound at the beginning of each word and write the letter for that sound. Warn them that you are giving strange words and that they will hear each word only once. Give six to eight words. Follow this with similar tests of ending consonants, initial consonant blends, final consonant blends, and medial short vowels.

SYLLABICATION. Give seven or eight words orally and ask students to write the number of syllables or beats to a word -- an auditory decoding skill. Next, give them eight unfamiliar words to read, and have them write the number of syllables which is a visual decoding skill.

VARIABLE SOUNDS. List pairs of words that have different spellings for similar vowel sounds, and ask students to read and mark them as the same or different vowel sounds. For example, dowl - pull and said - head. This tests whether they can usually decode vowels or vowel digraph sounds and pick them out of word context.

PHONIC SPELLING. Dictate 10 strange multisyllable words as a phonic spelling test, asking students to spell the words as they sound. Score on phonic accuracy rather than spelling accuracy. Accuracy, for example, can phonetically be spelled "akyurassy."

SPELLING. From any graded word list compile your own to test general visual familiarity with words.

VISUAL MEMORY. Cut out 3" x 12" cards and print 10 multisyllable words that are not in your students' vocabularies. Make letters about 1½" tall. Flash the cards with two-second exposures and have pupils write what they think they saw.

STRUCTURAL ANALYSIS. Give the class a list of multisyllable words made up of roots and affixes. Ask them to separate affixes and roots, then to guess what the word means on the basis of an affix or root.

CONCRETE MAIN IDEAS. Cut out or reprint factual reading selections from old books of various grade levels. Factual articles from last year's Scholastic Magazines make good tests. Have pupil write main ideas in one sentence, referring to the selection as they write. Younger pupils write titles or headlines. Give five selections at progressively more difficult levels.

CONCRETE MAIN IDEAS -- DELAYED WRITTEN RECALL. This is the same as the test above, except that the pupils cannot refer to the selections as they write. You can apply the same two tests for abstract main ideas.

ORGANIZATIONAL SKILLS. Modify the tests above by asking the pupils to outline the article. Or, provide a blank outline and ask pupils to fill in the significant and subordinate ideas. Here you test organizational study skills. Also, score the test above to evaluate recall of minor ideas.

MAP READING. Pick up a supply of road maps, and make up a half dozen questions about direction, distance, longitude, latitude, etc.

FOLLOWING DIRECTIONS. Reproduce the directions and first few exercises from a junior high or intermediate grade workbook. These are typical of the complicated directions we read in everyday life.

Have each pupil lay out his test results on a bar graph to show the relationships between different skills. From the graph, both teacher and pupil can see exactly what the youngster's needs are.

Using such nonstandardized, inexpensive, group-administered tests of specific reading skills, you can test for many types of reading in different subject areas. You'll cover skimming and reading for math, recipes, and riddles, contrasts and contradictions. If you teach to each test, you'll find yourself teaching reading thoroughly.

## HOW CAN I DETERMINE HOW A STUDENT WILL BEST LEARN?

## LEARNING STYLE INVENTORY

The main purpose of this inventory is to determine whether some students learn better in a content subject by either Auditory (Hearing), Visualizing (Seeing) or both. The inventory can be used every nine weeks to evaluate auditory and visual capacities of students. If the teacher uses similar techniques with vocabulary, then these terms in the inventory should not be used.

1. Visualizing

Write on the board some words, about five, and erase after 10 or 15 seconds. It is better to have the words on the board or overhead projector before this part of the test. These words should be covered.

EQUATOR GLOBE LATITUDE LONGITUDE COAST

This test will determine somewhat whether a student is a visual learner.
After exposure of the words, the student then writes what he saw on the paper.

2. Auditory

This part of the test will determine whether a student is a good listener. If he is a good listener he usually does well in large classes where the teacher is engaged in a lecture role. Teacher reads five or six words aloud. Student records after all of the words have been pronounced -- then he writes! Teacher reads once.

KEY MAP NORTH SCALE WEST

Next, ask the student to classify -- "Which two words are direction words?"

3. Tactile -- Visual -- Auditory

The teacher writes and reads the following five words on the board or overhead projector. He erases or covers up the words immediately when completed. The student is to write two words that are somehow common:

HEMISPHERE RIVER* SCALE OF MILES SYMBOL LAKE*

## HOW CAN I SPOT THE STUDENT WITH READING PROBLEMS IN MY CLASS?

### DIAGNOSIS AND EVALUATION

### ORAL READING

(Oral reading difficulties observed during instruction for evaluation of progress)

1. Inadequate word mastery skills__________
2. Errors on small words__________
3. Insertions and omissions__________
4. Inaccurate guessing__________
5. Poor enunciation__________
6. Inadequate phrasing__________
7. Word-by-word reading__________
8. Ignoring punctuation__________
9. Lack of expression__________
10. Habitual repetition__________
11. Much hesitation__________
12. Bad head movements__________
13. Poor posture__________
14. Improper position of book__________
15. Uses finger as pointer__________
16. Tense while reading__________
17. Volume too loud or too soft__________
18. Strained voice__________
19. Loses place__________
20. Other__________

### SILENT READING

1. Lack of interest in material__________
2. Lack of sustained application__________
3. Too rapid or too slow reading rate__________
4. Suspected visual deficiency__________
5. Suspected auditory deficiency__________
6. Undesirable eye movements__________
7. Unnecessary head movements__________
8. Excessive vocalization__________
9. Lip movements__________
10. Pointing__________
11. Restricted ability to note detail__________
12. Incorrect or inadequate interpretation of total units__________
13. Lack of effort to follow guide questions__________
14. Unaware of purpose for which he is reading material__________
15. Lack of readiness to read material assigned__________
16. Lack of interest in the pictorial including charts, tables, etc.__________
17. Inability to understand the pictorial__________
18. Display of annoyance when others around him are trying to read__________
19. Other__________

# DIAGNOSTIC READING TEST -- Cohen's Format by Barbara Gillespie

NOTE: In addition to obtaining diagnostic information, this test can be used to teach or review the concepts and skills involved.

## I. ALPHABET

Write the letters of the alphabet in proper sequence in 30 seconds.

## II. AUDITORY DISCRIMINATION

A. Beginning Consonants: Write the first letter of each word.

1. nourishment
2. marquee
3. gaiter
4. pantomime
5. bungalow
6. fastidious
7. vanguard
8. rondo

B. Ending Consonants: Write the ending sound only.

1. beckon
2. sprocket
3. bicker
4. anxious
5. film
6. respond

C. Initial Consonant Blends: Write the letter that makes the sound you hear at the beginning of each word.

1. snake
2. splint
3. twig
4. flag
5. great
6. cracker
7. brag
8. squirrel

D. Final Consonant Blends: Write the letter that makes the sound you hear at the end of the word.

1. raft
2. melt
3. curb
4. park
5. heart
6. wasp
7. shelf
8. child

E. Medial Short Vowels: Write the letter you hear in the middle of each word.

1. mid
2. pan
3. hen
4. hot
5. bun

## III. SYLLABICATION: Write the number of syllables you hear.

Example: Listen has two syllables, so 2 is the answer.

1. hummingbird
2. anesthetic
3. physicist
4. professor
5. actor
6. once
7. sudden
8. whoa

## IV. SPELLING

### Kottmeyer Diagnostic Spelling Test

List I.

| Word | Illustrative Sentence |
|---|---|
| 1. not | He is not here. |
| 2. but | John is tall, but his brother is not. |
| 3. get | Get your things together, please. |
| 4. sit | Sit down, please, and let's talk. |
| 5. tall | He certainly is a tall man. |
| 6. boat | We took the boat and went water skiing. |
| 7. train | The train might replace the car. |
| 8. time | Now's the time to start. |
| 9. like | You'll find something to like about school. |
| 10. found | The lost dog was found by its owner. |
| 11. down | Don't let your spirits go down. |
| 12. soon | You'll soon be doing A work! |
| 13. good | What a good feeling. |
| 14. very | We're very glad to see old friends. |
| 15. happy | What a happy surprise. |
| 16. kept | He kept his promise. |
| 17. come | Please come to our party. |
| 18. what | What is your name? |
| 19. those | Those are good looking shoes. |
| 20. show | Show me that dance step again. |
| 21. much | I feel much better. |
| 22. will | Will you join our group? |
| 23. sing | Have you ever heard me sing? |
| 24. doll | The little girl asked for a beautiful doll for Christmas. |
| 25. after | After we finish this test we'll go over the results. |
| 26. older | Do you have an older sister? |
| 27. toy | A car going 95 mph is not a toy but a weapon. |
| 28. say | Say each word to yourself. |
| 29. little | A little fun makes life easier. |
| 30. one | This is a one way street. |
| 31. would | Would you try your best? |
| 32. pretty | She certainly is pretty. |

### Analysis of Spelling Errors -- List I:

Since many pupils memorize the sequence of letters in spelling words and do not apply phonetic and structural generalizations to spelling, no spelling test of this kind can ever be accurately diagnostic. However, some clues to the pupil's familiarity with these generalizations can be observed by noting how he spells the common elements indicated on the following list:

LIST I

| Word | Element Tested | Word | Element Tested |
|---|---|---|---|
| 1. not | Short vowels | 17. come | c & k spellings of k sound |
| 2. but | " | 18. what | wh, th, sh, ch, and ng spellings and ow spelling of long o |
| 3. get | " | 19. those | |
| 4. sit | " | 20. show | |
| 5. man | " | 21. much | " |
| 6. boat | Two vowels together | 22. sing | " |
| 7. train | | 23. will | Doubled final consonants |
| 8. time | Vowel-consonant-e | 24. doll | " |
| 9. like | " | 25. after | er spelling |
| 10. found | ou-ow spelling of ou sound | 26. sister | " |
| 11. down | | 27. toy | oy spelling of oi sound |
| 12. soon | long and short oo | 28. say | ay spelling of ai sound |
| 13. good | " | 29. little | le ending |
| 14. very | final y as short i | 30. one | Non-phonetic spellings |
| 15. happy | " | 31. would | " |
| 16. kept | c & k spellings of k sound | 32. pretty | " |

V. VISUAL MEMORY

1. oyster
2. toxic
3. ebony
4. part
5. humid
6. spar
7. pose
8. weld
9. loyal
10. eclipse

VI. STRUCTURAL ANALYSIS

1. anticlimax
2. predominate
3. prehistoric
4. abnormal
5. adjust
6. bisect

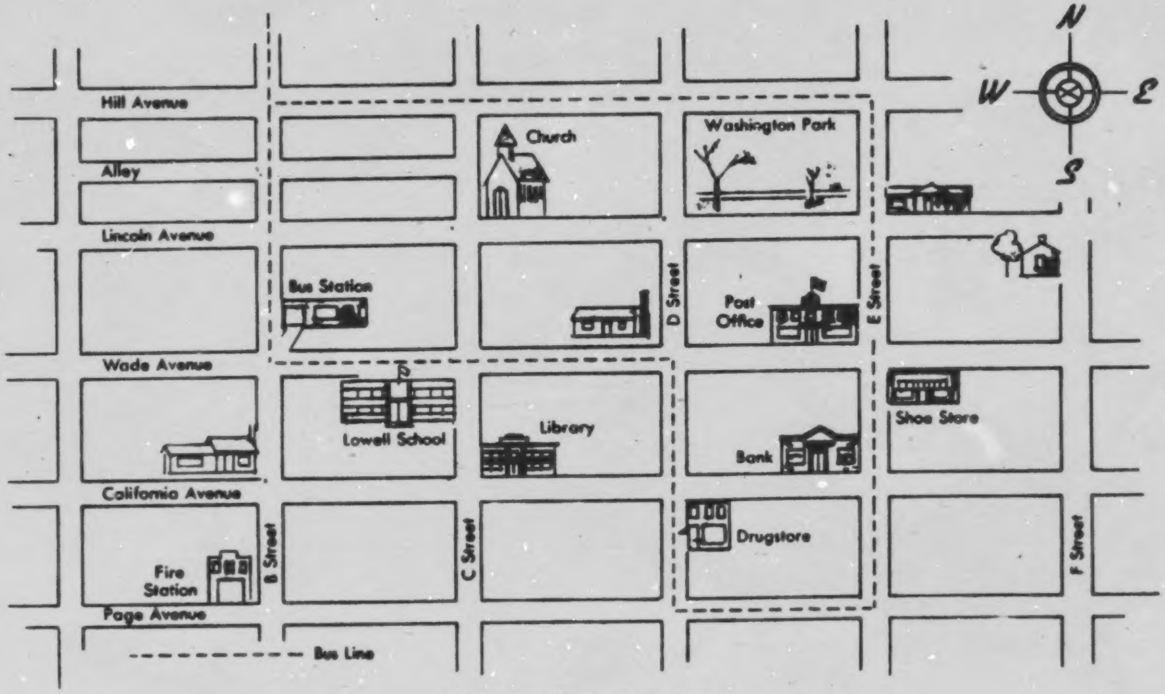
VII. CONCRETE MAIN IDEAS: Read each paragraph and underline the main idea.

A. Men who have hunted whales have found that an angry whale will sometimes turn on them and charge their ship. The story of a whale's attack on the Essex is both well-known and true. A huge whale headed right at the ship and struck it a thunderous blow. The whale smashed in the ship's bow with his second charge. The ship floated for a while and then sank. The whale wasn't seen again.

B. At a site called the La Brea tar pits, fossil collectors have uncovered over 1,000 skulls of saber-toothed tigers and over 100,000 bones of many different kinds of birds. Over 14,000 years ago, bisons, mammoths, wolves, and many other animals were trapped in the sticky pitch. An unbelievable number of Ice Age animals have been found in the Los Angeles La Brea tar pits.

C. Time goes in only one direction -- forward. It moves from the past to the present, from the present to the future. People live in today, reflect about yesterday, and anticipate the tomorrow that is about to come. Wouldn't it be marvelous if we could reverse the flow of time? Wouldn't it be exciting? The future would be the past. The past would be the future. Life would be somewhat like a movie run backwards. We would see what is about to be and head into the world of what has been. A time reversal would be an exciting journey.

VII. MAP READING: Answer the questions under the map.


N
W
E
S
Hill Avenue
Alley
Lincoln Avenue
Wade Avenue
California Avenue
Page Avenue
Bus Line
B Street
C Street
D Street
E Street
F Street
Church
Washington Park
Bus Station
Post Office
Lowell School
Library
Bank
Shoe Store
Drugstore
Fire Station

Map of Ellensville

1. If you start from the corner of Page Avenue and B Street and walk three blocks north and two blocks east, where would you be?

2. How many blocks would you walk to get from the bank to the bus station?

3. What building is located on a corner of Wade Avenue and C Street?

4. If you walk out of the post office, face west, and then walk almost three blocks, in front of what building will you be?

# THE SAN DIEGO "QUICK" ASSESSMENT TEST

INSTRUCTIONS: In the test below you are to ask the student to pronounce all the words that he can. Do not assist the student in identifying the words.

Note the number of errors that he makes.

0 - 1 errors -- Independent Reading Level

2 errors -- Instructional Reading Level

3- 10 errors -- Too Difficult

**Pre-Primer**

see
play
me
at
run
go
and
lock
can
here

**Primer**

you
come
not
with
jump
help
is
work
are
this

**Grade 1**

road
live
thank
when
bigger
how
always
right
spring
today

**Grade 2**

our
please
myself
town
early
send
wide
believe
quietly
careful

**Grade 3**

city
middle
moment
frightened
exclaimed
several
lonely
drew
since
straight

**Grade 4**

decided
served
amazed
silent
wrecked
improved
certainly
entered
realized
interrupted

**Grade 5**

scanty
certainly
develop
considered
discussed
behaved
splendid
acquainted
escaped
grim

**Grade 6**

bridge
commercial
abolish
trucker
apparatus
elementary
comment
necessity
gallery
relativity

**Grade 7**

amber
dominion
sundry
capillary
impetuous
blight
wrest
enumerate
daunted
condescend

**Grade 8**

limitation
capacious
pretext
intrigue
delusion
immaculate
ascent
acrid
binocular
embankment

**Grade 9**

conscientious
isolation
molecule
ritual
momentous
vulnerable
kinship
conservation
jaunty
inventive

**Grade 10**

zany
jerkin
nausea
gratuitous
linear
inept
legality
aspen
amnesty
barometer

READABILITY

# RESEARCH MADE OPERATIVE

## A QUICK WAY TO ASCERTAIN THE GRADE LEVEL OF A BOOK

*Do you desire to:*

- **Compare reading books in different series?**
- **Compare social studies books, mathematics books and reading books?**
- **Rate library books for individualized reading?**
- **Select books for remedial readers?**
- **Rank library books on interest ladders?**
- **Determine a student's reading ability?**

Edward Fry has developed a simple and comprehensive readability formula called the "Readability Graph" which has been expanded by Maginnis and changed to a table in the California Reader.

It is impossible to establish a true "grade level" for books because grade level is the result of the quality of the teaching and the quality of the children. Furthermore, grade level varies as the function of the book varies from developmental reading to subject matter reading to independent reading. However, a formula is extremely valuable for ranking books in terms of relative difficulty.

1. Select three 100 word passages from near the beginning, the middle and the end of the book, skipping all proper nouns.
2. Count the total number of sentences in each hundred word passage, computing any fractional parts to the nearest tenth of a sentence. To ascertain the fractional part of the nearest tenth, divide the total number of words in the sentence into the number of words that were counted within the hundred words and round off to the number directly behind the decimal point. Average these three sentence counts.
3. Count the total number of syllables in each three hundred-word sample. There is a syllable for each vowel sound, as in cat (1), blackbird (2) and continental (4). Don't be fooled by word size, as in polio (3) and through (1). Endings such as -y, -el, or cosonant LE usually make a syllable, as in ready (2), tunnel (2) and bottle (2). A simple method is to count every syllable over one in each word and add 100. Average the total number of syllables for the three samples.
4. If there are great differences either in sentence length or in the syllable count for the three selections, select several more passages and average them in before referring to Table A.
5. Find the average number of syllables in the left hand column of Table A. Follow across the line to the number which is immediately less than the number of sentences per 100 words. Look at the top of the column for the correct grade level.
6. To establish the readability of a book or passage which contains fewer than 300 words, use the 100 word segments that are available. If fewer than 100 words are available, (1) multiply the number of sentences by 100 and divide by the number of words; (2) multiply the number of syllables by 100 and divide by the number of words. Use the results to determine the grade level on Table A.
7. If the ratio of syllables to sentences falls outside Table A, the level of difficulty cannot be computed.

Even if one does not have the formula at hand, one can quickly compare any two books by counting the number of sentences and syllables in three hundred-word samples to determine which of the two books is the easier.

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Pauk, Walter. "A Practical Note on Readability Formulas." *Journal of Reading.* December, 1969, pp. 207-210.

## TABLE A

**APPROXIMATE LEVEL OF READING DIFFICULTY**

AVERAGE NUMBER OF SENTENCES PER 100 WORDS

| AVERAGE NUMBER OF SYLLABLES PER HUNDRED WORDS | Coll | 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | $3^2$ | $3^1$ | $2^2$ | $2^1$ | 1 | P | PP | PP |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 100 | | | | | | | | | | | | | | | 9.2 | 15.6 | 20.0 | 50.0 |
| 102 | | | | | | | | | | | | | | 7.9 | 9.4 | 16.3 | 22.5 | 50.0 |
| 104 | | | | | | | | | | | | | 7.1 | 8.3 | 9.6 | 16.7 | 25.0 | 50.0 |
| 106 | | | | | | | | | | | | 6.7 | 7.3 | 8.7 | 9.8 | 17.8 | 27.5 | 50.0 |
| 108 | | | | | | | | | | | 6.3 | 7.1 | 7.6 | 9.0 | 10.0 | 19.0 | 30.0 | 50.0 |
| 110 | | | | | | | | | | 5.9 | 6.7 | 7.3 | 8.3 | 9.4 | 10.6 | 20.0 | 34.0 | 50.0 |
| 112 | | | | | | | | | 5.4 | 6.2 | 6.9 | 7.5 | 8.7 | 9.8 | 11.1 | 21.0 | 36.0 | 50.0 |
| 114 | | | | | | | | | 5.6 | 6.4 | 7.1 | 7.9 | 9.2 | 10.2 | 11.6 | 22.5 | 39.0 | 50.0 |
| 116 | | | | | | | | 4.4 | 5.8 | 6.7 | 7.4 | 8.3 | 9.5 | 10.6 | 12.5 | 24.0 | 42.0 | 50.0 |
| 118 | | | | | | | | 4.6 | 6.0 | 6.8 | 7.6 | 8.8 | 9.9 | 11.2 | 13.1 | 25.5 | 50.0 | |
| 120 | | | | | | | 3.6 | 4.8 | 6.3 | 7.1 | 8.1 | 9.3 | 10.4 | 11.8 | 13.7 | 27.0 | | |
| 122 | | | | | | | 3.7 | 5.0 | 6.6 | 7.3 | 8.5 | 9.7 | 11.0 | 12.5 | 14.9 | 28.0 | | |
| 124 | | | | | | | 3.8 | 5.3 | 6.8 | 7.6 | 9.2 | 10.0 | 11.6 | 13.3 | 15.9 | 30.0 | | |
| 126 | | | | | | | 4.0 | 5.4 | 7.1 | 8.0 | 9.5 | 10.7 | 12.3 | 14.3 | 17.5 | | | |
| 128 | | | | | | | 4.2 | 5.6 | 7.2 | 8.5 | 10.0 | 11.1 | 13.0 | 15.1 | 18.3 | | | |
| 130 | | | | | | 3.6 | 4.3 | 5.8 | 7.5 | 9.2 | 10.2 | 12.0 | 14.0 | 16.7 | 20.0 | | | |
| 132 | | | | | | 3.7 | 4.5 | 6.3 | 8.1 | 9.5 | 11.1 | 12.6 | 15.1 | 17.8 | 22.5 | | | |
| 134 | | | | | | 3.8 | 4.8 | 6.6 | 8.5 | 10.0 | 11.6 | 13.4 | 16.1 | 19.3 | 26.0 | | | |
| 136 | | | | | | 4.0 | 5.0 | 6.9 | 9.2 | 10.4 | 12.5 | 14.3 | 17.7 | 21.0 | | | | |
| 138 | | | | | | 4.3 | 5.3 | 7.2 | 9.6 | 11.1 | 13.4 | 15.9 | 19.3 | 26.0 | | | | |
| 140 | | | | | | 4.5 | 5.5 | 7.6 | 10.0 | 11.8 | 14.3 | 16.7 | 21.0 | | | | | |
| 142 | | | | | 3.6 | 4.8 | 5.8 | 8.3 | 10.7 | 12.5 | 15.9 | 18.9 | 25.0 | | | | | |
| 144 | | | | | 3.8 | 5.1 | 6.3 | 9.2 | 11.5 | 13.7 | 16.7 | | | | | | | |
| 146 | | | | | 4.0 | 5.5 | 6.7 | 10.0 | 12.5 | | | | | | | | | |
| 148 | | | | 3.6 | 4.3 | 5.8 | 7.1 | 10.6 | | | | | | | | | | |
| 150 | | | | 3.8 | 4.8 | 6.3 | 7.5 | | | | | | | | | | | |
| 152 | | | 3.6 | 4.0 | 5.3 | 6.7 | 8.7 | | | | | | | | | | | |
| 154 | | | 3.7 | 4.3 | 5.7 | 7.3 | 9.2 | | | | | | | | | | | |
| 156 | | | 4.0 | 4.8 | 6.3 | 8.3 | | | | | | | | | | | | |
| 158 | | 3.6 | 4.2 | 5.3 | 7.1 | | | | | | | | | | | | | |
| 160 | | 3.8 | 4.8 | 5.8 | 7.5 | | | | | | | | | | | | | |
| 162 | 3.6 | 4.0 | 5.0 | 6.5 | | | | | | | | | | | | | | |
| 164 | 3.6 | 4.5 | 5.5 | 7.1 | | | | | | | | | | | | | | |
| 166 | 3.6 | 5.0 | 6.3 | | | | | | | | | | | | | | | |
| 168 | 3.6 | 5.6 | 7.1 | | | | | | | | | | | | | | | |
| 170 | 3.6 | 6.7 | | | | | | | | | | | | | | | | |

## HOW TO CHECK THE READING DIFFICULTIES OF A BOOK OR PACKET

In determining reading difficulty, the first step is to check reading ease. All the reading formulas in use begin by figuring AVERAGE SENTENCE LENGTH. This is done as follows:

> Select several samples at intervals of ten pages (it takes about 2½ minutes to test a sample) and count each 100 words starting with a new paragraph. Count also the number of sentences in the sample. Divide the word total (100) by the number of sentences to find the average sentence length.

The next phase is to consider vocabulary difficulty. Generally, the simpler words -- those that occur most often in common reading material -- consist of few syllables; the more complex words are likely to be multisyllabic. Therefore, the lower the total number of syllables in the sample of 100 words the easier the reading.

Count the total number of syllables in each sample. There are now two figures: the average sentence length and the total number of syllables.

Compare the samplings. If there are wide discrepancies so that it is difficult to find a true (representative) average, check another 10 samples and see what the prevailing level of difficulty seems to be. If most of the samples are similar in their averages, compare the figures with a Reading Ease Calculator (available in each high school library or purchasable from SRA, Chicago, $2.50).

Note this comparison of 5 sentences chosen from different levels of difficulty:

| | |
|---|---|
| 120-126 syllables | very easy |
| 126-148 | easy |
| 148-185 | hard |
| 185-200 | very hard |

Notice also the comparitive difficulty of these two sentences, both with the same basic idea but worded differently:

| | |
|---|---|
| The man walks slowly. | 5 syllables |
| The gentleman saunters slowly. | 8 syllables |

Other factors to consider are the nature of the sentence structure -- simple sentences are easy, compound sentences more difficult, complex sentences har -- and the number of "personal" words and sentences per sample. Words referring to persons, animals or concrete objects are of more interest than the vague pronouns it, them, they. Names are more interesting than collective or common-gender words. Conversation, questions, exclamations and fragments add interest. Fiction rates high in human interest; scientific and professional materials rate lowest. There are, by contrast, 17% personal words and 58% personal sentences in typical samplings of fiction as compared with 2% personal words and 0% personal sentences in scientific and professional articles. Therefore, story-type presentations of information are easier because they are more interesting than straight expositions or descriptions.

The number of facts per page, the relative importance of these facts when not indicated by special print, the strangeness of the facts in relation to the pupil's maturity, experience and understanding -- all add to the difficulty of materials and raise the reading level necessary to cope with them.

## DETERMINING READABILITY

Frequently you are asked to identify the grade level of a book, packet or other printed material. Here are two methods for determining such:

1) the Flesch Formula
2) the Gunning Fog Index -- this one is easiest to use with textbooks and packets and has been adopted by the East Side Union High School District I.P.C. Committee.

## RUDOLPH FLESCH FORMULA

To measure the readability ("reading ease" and "human interest") of a piece of writing, go through the following steps:

1. Take samples: take enough to make a fair test (3 to 5 of an article, 25 to 30 of a book). Go strictly by numerical scheme: for instance, take every third paragraph or every other page. Each sample should start at the beginning of a paragraph.
2. Count each word in the sample up to 100. Count contractions and hyphenated words as one word. Count as words numbers or letters separated by space.
3. Count the syllables in each 100-word sample. If in doubt about syllabication rules, use any good dictionary. Syllabify symbols according to the way they are normally read aloud: % and $, two syllables; 1918, four syllables.
4. Figure average sentence length per 100 words. Find sentence ending nearest to the 100-word mark. Count the number of sentences up to that point. Divide the number of sentences into the aggregate number of words in those sentences. Follow units of thought rather than punctuation: usually sentences are marked off by colons or semicolons -- like this one.
5. Figure the number of "personal words" per 100 words in the samples. "Personal words" are (A) all personal pronouns except the neuter pronouns and those pronouns referring to things rather than persons, (B) all words having masculine or feminine gender (girl, father, actress) but not common-gender nouns (teacher, employee, assistant) -- count singular and plural forms -- and (C) the group words people (with plural verb) and folks.
6. Figure the number of "personal sentences" per 100 sentences in the piece of writing, or in all the samples combined. Personal sentences are (A) spoken sentences, marked by quotation marks or "speech tags" (he said, he replied), (B) questions, commands, requests, and other sentences addressed directly to the reader, (C) exclamations, and (D) grammatically incomplete sentences

whose full meaning has to be inferred from the context. If the sentence fits two or more of these categories, count it as belonging to only one of them. Divide the number of these "personal sentences" by the total number of sentences you found in Step 4.

7. Find your reading ease (RE) score by inserting the number of syllables per 100 words (word length, WL) and the average sentence length (SL) in the following formula:

$$RE = 206.835 \_\_\_ \; 0.846\ wL \qquad 1.015\ SL$$

The reading ease score will put your piece of writing on a scale between 0 (practically unreadable) and 100 (easy for any literate person).

8. Find your human interest (HI) score by inserting the percentage of "personal words" (pw) and the percentage of "personal sentences" (ps) in the following formula:

$$HI = 3.635\ pw + 0.314\ ps$$

The "human interest" score will put your piece of writing on a scale between 0 (no human interest) and 100 (full of human interest).

In applying the formulas, remember that Formula A measures length and Formula B measures percentages. Here are tables to guide you in interpreting the "reading ease" and "human interest" scores:

READING EASE SCORES

| Reading ease | Description of style | Type of magazine | wl | sl |
|---|---|---|---|---|
| 0-30 | Very difficult | Scientific | 192+ | 29+ |
| 30-50 | Difficult | Academic | 167 | 25 |
| 50-60 | Fairly difficult | Quality | 155 | 21 |
| 60-70 | Standard | Digests | 147 | 17 |
| 70-80 | Fairly easy | Slick fiction | 139 | 14 |
| 80-90 | Easy | Pulp fiction | 131 | 11 |
| 90-100 | Very easy | Comics | 123(& -) | 8 (& -) |

HUMAN INTEREST SCORES

| Human Interest score | Description of style | Type of magazine | pw, per cent | ps, per cent |
|---|---|---|---|---|
| 0-10 | Dull | Scientific | 2 or less | 0 |
| 10-20 | Mildly interesting | Trade | 4 | 5 |
| 20-40 | Interesting | Digests | 7 | 15 |
| 40-60 | Highly interesting | New Yorker | 11 | 32 |
| 60-100 | Dramatic | Fiction | 17 or + | 58 + |

## GUNNING FOG INDEX

Robert Gunning has also devised a "readability formula", which he calls the Fog Index. Readability is ascertained in three simple steps.

To find the Fog Index of a passage:

1. Jot down the number of words in successive sentences. If the piece is long, you may wish to take several samples of 100 words, spaced evenly through it. If you do, stop the sentence count with the sentence which ends nearest the 100-word total. Divide the total number of words in the passage by the number of sentences. This gives the average sentence length of the passage.
2. Count the number of words of three syllables or more per 100 words. Don't count the words (1) that are capitalized, (2) that are combinations of short easy words (like bookkeeper and butterfly), (3) that are verb forms made three syllables by adding ed or es (like created or trespasses). This gives you the percentage of hard words in the passage.
3. To get the Fog Index, total the two factors just counted and multiply by 0.4.

Gunning then tests the following paragraph from The Summing Up by W. Somerset Maugham:

> I have never had much patience with the writers who claim from the reader an effort to understand their meaning. You have only to go to the great philosophers to see that it is possible to express with lucidity the most subtle reflections. You may find it difficult to understand the thought of Hume, and if you have no philosophical training its implications will doubtless escape you; but no one with any education at all can fail to understand exactly what the meaning of each sentence is. Few people have written English with more grace than Berkeley. There are two sorts of obscurity you will find in writers. One is due to negligence and the other to willfulness.

The number of words in the sentences of this passage is as follows: 20-23-11-13-20-10-11-10. (Note that the third sentence is actually three complete thoughts linked by a comma, in one instance, and a semicolon in the other. These should be counted as separate sentences.) The total number of words in the passage is 118. The figure divided by 8 (the number of sentences) gives the average sentence length: 14.5 words.

The words of three syllables or more are underlined in the above passage. There are 15 of them, or 12.7 per cent.

Adding the average sentence length and percentage of polysyllables gives 27.2. And this multiplied by 0.4 results in the Fog index of 10.9, about the level of Harper's.

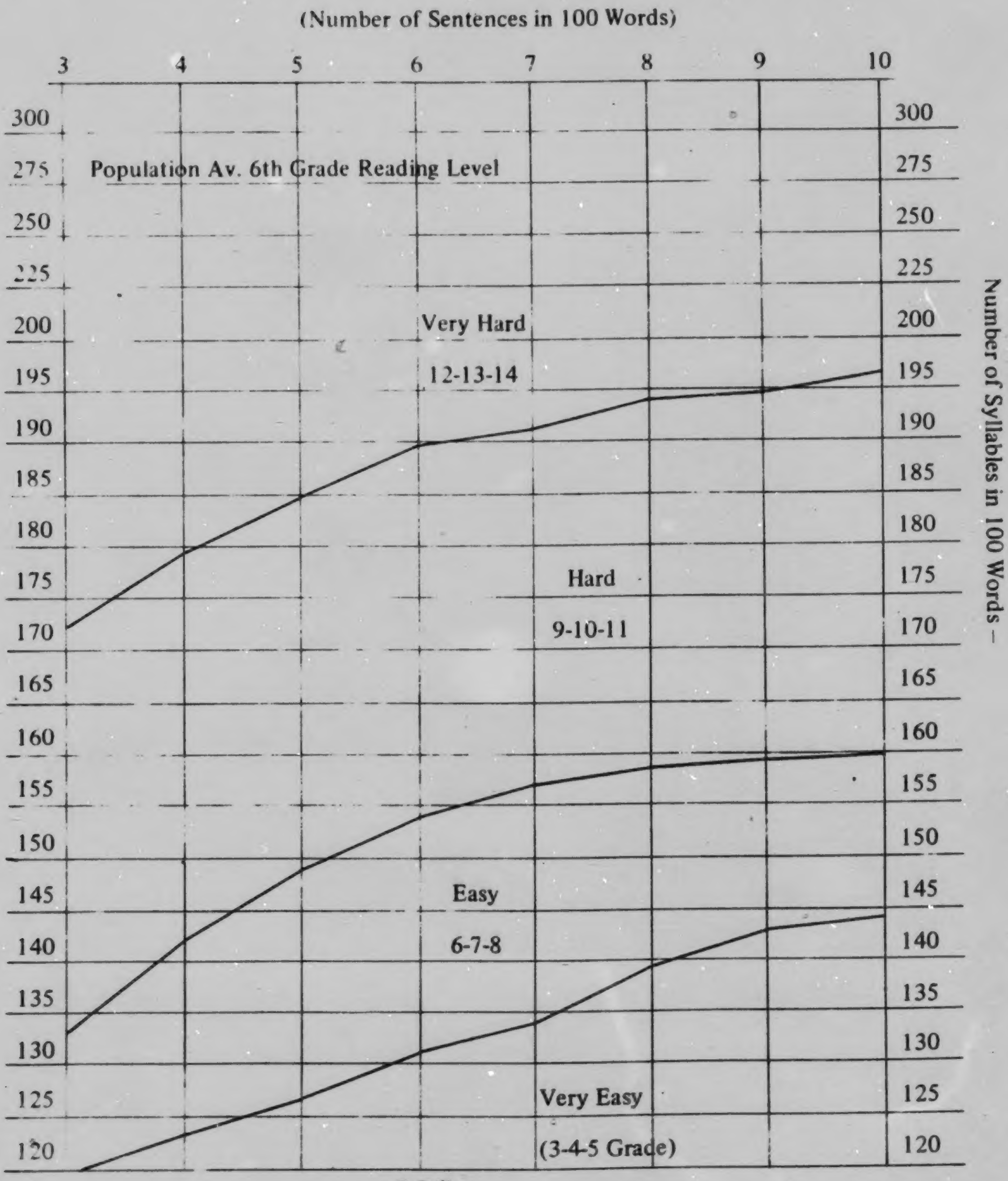
The following table compares the Fog Index with reading levels by grade:

| FOG INDEX | | READING LEVEL BY GRADE |
|---|---|---|
| 17 | | College Graduate |
| 16 | | College Senior |
| 15 | | College Junior |
| 14 | | College Sophomore |
| 13 | | College Freshman |
| Danger line | | |
| 12 | | High School Senior |
| 11 | | High School Junior |
| 10 | Easy Reading Range | High School Sophomore |
| 9 | | High School Freshman |
| 8 | | Eighth Grade |
| 7 | | Seventh Grade |
| 6 | | Sixth Grade |

## READING EASE CALCULATOR
from Guide to Efficient Reading by Thomas Pickett

PROCEDURE:
1. Count 100 words
2. Syllable the 100 words -- count the syllables.
3. Count the number of sentences in 100 words.
4. Read the chart to find approximate reading grade level of the selection.

You can use for novel, short story, epic, theme non-fiction article (not textbooks).



# TEACHING STRATEGIES

# IMPRESS READING

## A Neurological Impress Method of Reading Instruction -- by Heckelman

Concern for finding more efficient means of developing fundamental skills in reading among children classified as "remedial" has led to the testing of a Neurological Impress Method in selected schools of Merced County, California. The findings of this program have been highly significant, perhaps even startling.

Children with severe handicaps in the area of reading were given a maximum of 7 hours of instruction by this method during a period of 6 weeks with a resultant average 2.2 grade levels of growth in functional reading skill. This growth is, in itself, impressive, but more impressive is the simplicity of the method and its application.

## HISTORY OF THE METHOD

This method was first attempted in 1952 by a psychologist who had a young ninth grade student come to him with a stuttering problem. He recalled reading in professional literature that stuttering would stop if the sound of the stutterer's voice fed back simultaneously into the stutterer's ears. It, therefore, seemed logical that this or a similar process of feedback could be imitated in a reading situation effecting some neurological change. In the case of this girl with a reading problem, the results were quite startling; with 12 hours of unison reading her reading grade level gained three grade levels.

## DESCRIPTION OF METHOD

This is a system of a unison reading process whereby the student and teacher read aloud, simultaneously. at a rapid rate. Reading with the student, the teacher makes no attempt to ensure word recognition and asks no questions afterward.

The disabled reader is placed slightly to the front of the teacher with the student and the teacher holding the book jointly. As the student and teacher read the same material in unison, the voice of the teacher is directed into the ear of the student at close range. In most instances the student has his finger as a locater. He slides his finger along the line following the words that are being spoken. The finger must be at the location of the spoken word. At times the instructor may be louder and faster than the student and at other times he may read softer than the reading voice of the student and lag slightly behind. No preliminary preparation is done about the reading material before the student sees it. The approach to the reading is spontaneous and as few pauses are made in this reading process as possible. The goal is to cover as many pages of reading material as can be done in the time available and without causing physical discomfort on the part of the student.

## READING TECHNIQUES FOR THE CLASSROOM

### The Cloze Procedure

The "Cloze Procedure" is a word-deletion procedure that is designed to improve comprehension and word-choice closure skills of the reader. This technique was developed by Wilson Taylor, over twenty years ago, in classroom comprehension experiments. The deletions may be used on a 5-word, 7-word or 10-word procedure.

EXAMPLE: 7-Word Deletion

Have you ever seen a fast________ pick up mail without stopping? The ________ shakes the mailbag until half the __________ is in one end and half ________ the other, and then ties a ________ tightly around the middle. He next ___________ the bag of mail between two _________ on the arms of a post ________ the railroad track. As the train __________ this post, the men on the _______ car get ready to push out _________ mail hook. The train roars by, __________ the long iron hook catches the ___________ middle of the bag and pulls ___________ into the car. At the same _________, another bag is dropped to the ___________ from the train. This mail is ____________ taken to the post office by ___________ waiting postman. All this takes but _________ few seconds, and the train is ___________ out of sight.

**OPTION #1**

Without word to fill in --
Leave blanks without clues.

**OPTION #2**

With clue words --

mail
train
ground
hooks
stretches
string
mail

soon
and
it
a
the
tied
in

then
approaches
mailman
time
near
a

QUESTIONS:

1. The bag of mail is first placed (a) on a hook (b) on the mail car (c) on the train (d) between two hooks.
2. The long iron hook is used to (a) take mail from the train (b) save time (c) catch the mail car (d) stretch the bag.
3. The men on the mail car first (a) hurry (b) rush (c) prepare (d) rest.
4. The mail is pulled into the car by a (a) long iron hook (b) double hook (c) rod (d) conductor

APPLICATION:

The procedure can be used with most materials and in various content fields. Where materials are of a "running word" sequence, then the deletions on a 5-, 7-, or 10-word basis can be utilized.

## WHAT DO I DO WITH A TOTAL NON-READER?

### THE LANGUAGE EXPERIENCE APPROACH: AN INTEGRATION OF SPEAKING, LISTENING, READING AND WRITING

> "No time is too long spent talking to a child to find out his key words, the key that unlocks himself. For in them is the secret of reading, the realization that words can have intense meaning."
>
> Sylvia Ashton-Warner

EXPLANATION: "The theoretical base of this approach is that when he speaks he has something to say; some of his more important observations, thoughts, and experiences can be shared with others in the class and they are worthy of remembering. Thus come the need to record or write down important or interesting thoughts and then to read them.

"This is an individual child-centered approach -- using the child's own experiences and interests as the subject matter to be read. It allows for maximum integration and interdependence of the four language arts -- speaking, listening, reading and writing."

Do You Read Me? by Walter J. McHugh
B.R.I.T.E. 500 Hamilton,
Redwood City, California

ADVANTAGES OF THE APPROACH:

1. What a child can say he can read.
2. This approach is an excellent starting point for students who are weak in standard English.
3. This approach gives the teacher a very promising method for motivating language experience for disadvantaged students.
4. This method has interest, appeal for older students who still have tremendous reading problems. The method is particularly useful with boys who find text materials too "babyish" and feel insulted by it.

CAUTION:

It would be totally impossible for a student to broaden interests if he only read what he already knows. Therefore, much material, in content areas, in audio-visual, in field trips, should be made available to the teacher who uses this approach for language instruction.

TECHNIQUE:

Students should be divided into small groups with (1) the teacher, (2) para-pro, (3) student aide or (4) more capable student with those of lesser ability acting as group leader and secretary for the dictations.

Ask each student to (slowly if working in a group) dictate a story, the recall of an event, the procedures for making something, his most unforgettable birthday, getting his first job, etc.

The aide then writes down exactly what the student has said. At first no effort should be made to change the phrasing or level of usage. If the student says, "Me and Charlie copped a smoke," then that's the way it goes down on the paper! (After a few "readings" most students will attempt to shift into regular usage; some of their word choices may be for shock only!)

After the student has dictated a paragraph or so, hand the paper to him and ask him to read it back.

After each student has dictated and read to the group, let them exchange papers and read each other's.

This method might lead to a classroom newsletter to be shared with other classes -- a booklet of biographical sketches -- haiku -- or even original stories. The possibilities are almost limitless because even the "non-reader" can READ!

## KINESTHETIC METHOD

Defined by Ekwall in Locating & Correcting Reading Difficulties

> "The senses of touch, hearing, and seeing are used to teach reading. The approach usually involves tracing over words with the index finger and middle finger while sounding the part being traced."

The use of this method is discussed on pages 21, 26 and 27 of the same text.

There are several methods which stress the tactile emphasis and several in addition which call upon a multi-sensory approach. The following methods (often listed as "kinesthetic" are multi-sensory in approach but do have a tactile emphasis:

### THE FERNALD METHOD:

The Fernald Method or the so-called tracing technique is a whole word approach using a multi-sensory technique for developing reading skills. It is a four-stage process whereby the student moves from mere word recognition and word comprehension to the more subtle and sophisticated formulation of reading generalizations. First the student selects a word to learn -- one that is part of his speaking vocabulary -- and then is taught to recognize the word through a tracing procedure. While he traces the word with his finger, he says the word. The tracing utilizes both the tactile and the kinesthetic senses. The oral pronunciation utilizes the auditory senses and the speech motor patterns. Guiding the hand with the eye and brain as he traces a word utilizes vision and the brain.

### THE COOPER METHOD:

A modification of the above, this method consists of writing the words with the tip of the fingers in a shallow tray of sand or salt.

The box is painted black to make the tracings stand out. The word is presented to the student on a card and he then "traces" it in the tray. Suggested materials: sandpaper, magazines, newspapers.

## ORAL - SILENT READING

Oral and silent reading have many skills in common; success in one does not insure success in the other. Most students in reading improvement programs who find oral reading interesting and understandable often show inattention and sometimes insecurity when asked to read silently. They like to hear their own voices. It gives them a social sense of importance and accomplishment. They also have a greater sense of security, since many of their oral errors will be corrected. Silent reading is more of a natural kind of reading at the upper and adult levels. It is used more frequently in the content subjects and during leisure-time reading. When oral - silent reading is thought of as "classroom activity," think balance!

Oral Reading Activities:

1. Diagnosis (hear the students read and determine their errors, miscalls) *Most materials as multi-level kits; oral paragraphs
2. Social reading interaction for plays, short stories *Materials as Scope Magazine, newspaper, short story books, etc.
3. Oral reading in mini-groups, either for lesson purpose or pleasure purpose
4. Oral reading for Impress Reading; "both reading the same material at the same time"
5. Oral reading for Model Reading; "teacher reads several sentences and student reads one or two sentences"
6. Oral reading for Choral Reading; "everybody reads the same material together"

Silent Reading Activities:

1. Focus on silent reading for meaning-- with guide questions
2. Silent reading first; oral reading for recall, rechecking, etc.
3. Silent reading for recreational purposes
4. Silent reading for study purposes

## DIRECTED READING ACTIVITY
## (DRA)

A typical lesson will follow these steps:

1) Readiness
2) Guided silent reading
3) Discussion
4) Silent and/or oral reading
5) Follow up

This is what you might do if you were conducting a DRA on an article, essay, story, or chapter.

STEP 1: Develop readiness. In this step you

Ask questions to see what your pupil knows and does not know about the subject.

Introduce concepts and vocabulary needed to understand the selection. (You might need certain audiovisual aids. If your pupil does not have the necessary experience to bring to the material, he will not understand it.)

Write the "new" words on the board or on paper when you introduce them.

Try to get pupils interested in reading the material.

STEP 2: Guide the silent reading. (A cardinal principle of reading instruction is that silent reading is done before oral reading. The only exception is in a diagnostic situation where oral reading is done to get some clues to a pupil's word analysis approaches.)

Ask a specific question (or a series of questions) to establish a purpose for reading.

Have your pupil read silently to find the answer or answers. (How far he reads depends upon the nature of the material. You can ask a question that requires him to read either one sentence, one paragraph, one page, or the entire selection.)

Encourage your pupil to ask for help if he has trouble with a word or idea.

STEP 3: Discuss pupil's answers.

See if he can give the answer or answers without your repeating the question or questions. (You are trying to train him to remember his purpose for reading.)

Ask additional questions to stimulate thinking. These questions can involve facts, inferences, conclusions, and vocabulary meanings.

Clear up any vocabulary or comprehension problems.

STEP 4: Provide for silent and/or oral reading. Following are possible reasons why you would have your pupil reread.

To read a part to prove his answer to a question you asked him during the discussion.

To enjoy again the "funny part" or the "sad part."

To check on success in applying word analysis skills.

(If you divide the selection into parts, repeat steps two, three, and four until your pupil finishes the material.)

STEP 5: Provide follow-up activities. The DRA is a valuable diagnostic tool. By observing your pupil's performance, you can find his strengths and weaknesses. Your findings will serve as a basis for follow-up activities. You might develop activities to extend his learnings or to clear up difficulties. These activities might include additional reading materials, workbook exercises, teacher-prepared exercises, a drawing, or a quiz.

The steps in a DRA can be applied to activities you provide for developing your pupil's functional reading skills. Readiness, guided silent reading, discussion, silent and/or oral rereading, and follow up are needed when you help him with newspaper articles, want ads, directories, or TV and radio listings.

# TELEVISION AND THE CLASSROOM READING PROGRAM

"If you can't beat 'em, join 'em"

George J. Becker,
San Diego State University

## COMPREHENSION SKILLS

1. Assign different students the task of watching favorite television shows for different purposes such as the following:

    a) summarize plot
    b) evaluate plausibility of episode
    c) suggest alternate ending to episode
    d) note how characters dress
    e) note how characters talk
    f) note which segments are funniest
    g) note which segments are most exciting

    Shift assignments so that each student has had a chance to view different episodes of the same program for at least several different purposes. After class discussion introduce reading comprehension skills by pointing out that there are also different purposes for reading which call for different techniques of reading (skimming, reading for details, reading for critical evaluation). Illustrate with books dealing with television topics of interest.

2. Encourage students to watch a movie or some other program for which a critical review (of which they are unaware) has already been published. Have a discussion in class of their opinions of the program and then have them read and discuss the previously published critical review. Use this as an introduction to (or practice in) reading for critical evaluation. Students can also be encouraged to write their own critical reviews of television programs. Later they can compare them with the reviews of other students and/or with published reviews in papers or magazines. Students might also be encouraged to set up their own standards for rating programs.

3. Have students watch television programs and write down recipes or instructions for other projects. Occasionally have this material duplicated so that a copy is available for each student and when practical have them actually try to follow the directions in class. This gives students practice in reading for following directions.

4. Compose an original plot based on a popular television program. Read the plot to students or have it duplicated and distribute copies to each student in the class. Omit the resolution of the plot and encourage the students to suggest or to write out their own endings. Such exercises give practice in following and predicting sequence of events.

5. Duplicate popular televison commercials and distribute one copy to each student. Analyze the material in terms of motivational techniques, "hidden persuaders," and as an introduction to techniques of propaganda.

STUDY SKILLS

1. Use a favorite television program to illustrate outlining and summarizing skills. Have the students check their summarizing efforts against the way in which the plots are summarized in *TV Guide* or in the daily newspaper.

2. Encourage students to take notes during television shows, and use this information later in class as the basis for reconstructing the plot. Use the exercise to help students develop skill in the area of note-taking.

3. Put the results of the television preference survey on the board in the form of a graph and use this as the basis for introducing the concepts of graphs, charts, and measurements.

4. Make a list of television show references to persons, places, and things. If the students are unfamiliar with reference materials, show them how to use maps, atlases, encyclopedias, and other materials to locate this information. When appropriate, use maps in class to illustrate the locale of a particular television episode. Plot changes in locale and demonstrate how to compute mileage traveled.

5. Make a list of words used on television shows whose meanings students might not know. Use these words for instruction in the use of a dictionary. Along similar lines, be on the lookout for words which might be pronounced incorrectly or which might have multiple acceptable pronunciations (such as *route*). Assign students or groups of students the task of checking these pronunciations in the dictionary.

CONTENT AREAS

1. Be on the lookout for scientific or technical terms used in favorite shows. Mention these terms in class at the first opportunity. If the students do not know their meaning, show them how they can make use of structural analysis (prefixes, root words, and suffixes) coupled with analyzing the context in which the word was used to form educated guesses as to what the word means. Have them evaluate their educated guesses by checking them out in the dictionary. For example, here are several terms used frequently on a popular medical series broken down for class use:

   a) prog-nosis
   b) a-trophy
   c) a-typical
   d) a-phasic
   to illustrate principle of alpha privative (initial *a* to negate following concept)
   e) bi-lateral

2. Frequently such concepts as allowance, budget, and commission play a major role in television plots, or at least are mentioned in them. Discuss these terms in relation to the plot, and then use them to introduce (or to give practice in) their meanings.

3. International track and field events use the metric system of measurement. This can lead to a discussion of this system of measurement, comparison with the system used in this country, and the methods of converting measurements from one system into the other.

4. Occasionnaly foreign coins or foreign currencies are mentioned on television shows. Use this opportunity to have your students look up these currency systems and determine their value in terms of American money.

5. Assign a student or a group of students the task of computing the amount of time devoted to commercials and the amount of time devoted to the actual plot in several different popular shows. Use the data to introduce (or to demonstrate) the meaning of ratios and percentages.

6. If sponsors offer their products in terms of "easy payments" use these figures to illustrate the meanings of such terms as interest and percentages. If sponsors use king size, giant size, or super size, explain what these terms mean to students in terms of cost per ounce. Show students how to compute the cost per ounce, and to make a list of similar advertising expressions which could be confusing or misleading.

WRITING

1. Have students find out as much information as possible about a television star and write his biography.

2. Suggest that students write to sponsors or producers and give their opinions about shows. When there are proposed plans to cancel a favorite program, have them compose a petition, circulate it for signatures, and send it to the producers or to the sponsors. There is a helpful booklet entitled National Television Advertisers which consists of 45 pages of names and addresses of the presidents of the 1,200 companies which sponsor most television programs. This booklet, revised and updated annually, is available for $1.25 from Television Most Worth Watching, 3245 Wisconsin Avenue, Berwyn, Illinois 60402.

3. Have students write out lists of adjectives characterizing various figures in favorite shows. Encourage the class to discuss the appropriateness of these characterizations. When warranted, suggest the use of the dictionary for more precise synonyms for some of the terms.

   Following is one such abbreviated list of adjectives compilesd by a fourth grade class after watching an episode of Gilligan's Island:

a) weird
b) stuck-up
c) cool
d) brainy
e) sneaky
f) sexy
g) loud-mouthed
h) shrewd
i) stupid
j) ridiculous

4. Suggest that students write to television stars and ask them to list their favorite books or to suggest reading material which might be appropriate for a designated grade. Even if the reply is written by the television star's secretary, the recommendations appearing over the star's signature will sometimes carry extra weight with television fans.

. Students might be encouraged to attempt to write original television scripts for popular programs, changing the setting to a different period of time ("The Brady Bunch in Colonial America") or to a different geographical location. Show students how to use reference books for authenticity or to give them practice in this activity to assure accuracy of detail. Before trying to write their own scripts the students could be encouraged to write to the studio requesting old television scripts. These scripts could be used as models for the writing of student-produced scripts.

6. Explain how to organize a fan club for a favorite television actor. Encourage students to write to the studio for information on chartering a fan club and for souvenirs, pictures, autographs, and other available materials. Once the fan club has been started, have students exchange information with fan clubs in other parts of the country or in foreign countries.

7. Play popular television themes as background music for worksheet assignments, creative writing, or other similar types of student activities. Some types of music detract from rather than facilitate efficient work, so experiment with different types of music to determine the effect on your class.

8. Ask students to watch a television show paying particular attention to a specific character. They should be advised to take notes about how the character is portrayed, considering questions such as the following:

    a) How does this character act, talk, or feel under specific circumstances?

    b) Does his way of expressing feelings differ from the other characters?

    c) Can you think of any ways in which the character's thoughts or feelings might have been expressed more effectively?

    d) How does character portrayal differ in television, radio, or writing?

    e) How would you portray the character in a specific situation if you were doing it in straight writing, writing for radio, or writing for television?

9. Encourage students to write different original endings for a recent television plot. Some of the students might use this experience as a springboard to the composition of complete original plots.

10. Have the students draw pictures of family groups on popular televsion shows and write or tell stories about them. Use this as a transition to drawing pictures of their own families and then writing or telling about them.

11. Ask the students to list the sequence of events of a recent program favorite. Number each event and divide the class into groups to correspond to the total number. Next, number each event and randomly assign each number to a different group of students. Each group of students then has the task of writing the caption for their event and drawing a picture to illustrate it. When the task is completed the events are assembled in correct order and stapled into a booklet for the students to look at and read.

12. Have the students write critical reviews of selected television programs. Offer prizes to the students who write unusually good reviews and/or arrange to have these reviews published in the class or school newspaper.

# LISTENING SKILLS -- THEIR IMPLICATIONS FOR READING

## EXPLANATION:

Listening ability is basic to the learning of reading. Listening and reading are essentially similar because both are based upon receiving ideas from others: reading require sight and comprehension; listening demands hearing and comprehension.

Listening skills are related to reading in the following manner:

## LEARNING TO LISTEN*

1. Listening provides the vocabulary and the sentence structure that serves as a foundation of reading. Reading success depends upon the child's aural-oral experience with words. In a very real sense the child reads with his ears, mentally pronouncing the words to himself.
2. Without the ability to hear and interpret sounds, the child cannot learn phonics.
3. Ability to listen to and provide an ending for a story is a good indication of readiness for reading.
4. Words most easily read are those that have been heard and spoken.
5. Listening ability (if scores on a listening comprehension test are higher than the scores on a reading comprehension test) is an indicator of the pupil's potential ceiling in reading ability.

## TEACHING LISTENING SKILLS -- THEIR IMPLICATIONS FOR TEACHING OF READING

1. The teacher demonstrates how to make some simple object (a folded paper cup, a book jacket, a notebook cover, etc.) Give the directions orally and then ask the students to make the same object. Ask some student to repeat directions. Check the students to see that directions are followed. This activity teaches the ability to follow a thought pattern: a sequence of events, a skill needed for good reading comprehension.
2. The students listen to a short paragraph, story, poem or song and then select the main idea. This exercise teaches reading for main ideas.
3. Using the same material as in (2) above, ask the students to supply a title for the poem or story. This, again reinforces reading for a main idea.
4. Administer weekly quizzes orally. This practice teaches following directions, comprehension, and critical listening. Critical listening prepares the student for critical reading.

*Dechant, Emerald Improving the Teaching of Reading: New Jersey Prentice-Hall, Inc. 1964

5. Students often are asked to present a report orally. Other students should outline the talk while it is being given. This lesson would allow both the student giving the talk and the students outlining it an opportunity to practice good listening and good organization of material.

6. Choose a short paragraph containing a sentence or two that are out of context (write them in if necessary). Ask the students to discriminate between fact and fiction. Or, insert a line or two (in the original) that leads to a faulty conclusion or is obviously propaganda (advertising as an example). The student will have to listen critically and hopefully will be able to apply this skill to his reading.

7. Students often get into a habit of not listening to directions and will quickly ask for a repeat. Ask the student to repeat as much as he heard or ask another student to repeat the directions. Students often develop the habit of not reading the first time. This exercise may help to correct his weakness.

8. Select a paragraph of explanation -- one that contains transitional words and phrases (first, there are several ways, furthermore, next, several suggestions are, on the other hand). In reading, the student also needs to look for these phrases for a logical thought process.

## READING IMPROVEMENT IN THE CONTENT AREAS: SILENT AND ORAL PHRASE READING

PURPOSES:

1. Improve comprehension through phrase reading
2. Recognize the phrase unit as essential in anticipating meaning.

READING SKILLS:

1. Discover the phrase unit in its relationship to the interpretive level of reading comprehension. That is, if a statement is read and phrases and signals heeded, the conclusion to the statement is anticipated prior to reading the last word!
2. Increase visual perception beyond the isolated word.
3. To improve fluency in oral reading.

RELATIONSHIP WITHIN CONTENT AREAS

Note: Because reading skills are often similar in content areas, there is overlapping in the areas that follow. Consequently divisions have been made for purposes of identification.

MATHEMATICS:

Phrase reading is directly related to word-problem solving. Recognition of sequence of events can be taught by careful observation of phrases. Process hinges upon the ability to sort phrases containing connective elements from those containing factual information. The recognition of the phrase will foster the ability to see the relationship between the subject and the modifying element.

Examples:

(1) The amount of tax, to the nearest cent, at $.04 per dollar was _______.

(2) before the work was completed...

(3) after multiplying the numerator...

SCIENCE:

Phrases indicate explanations and clues to total comprehension by acting as guides in process.

Examples:

(1) for example, in still other cases, such as...

(2) One problem, if you develop this fact...

ENGLISH:

Phrases serve as adjectives and adverbs, clarify meaning and set mood and tone. Phrase reading will indicate the import of conjunctions, prepositions and relative pronouns as signals of meaning.

Examples: (Underlined words indicate keys to the above.

He turned to his right on a rutted road and the nuns were in the field, working on their vegetables, fighting for their growing stuff against weeds and voracious insects and the parched dryness of the soil.

SOCIAL STUDIES:

Phrase reading (with or without actual underlining of these word groups) will pinpoint the factual in statements from the introductory. Phrase reading will promote recognition of cause and effect within the sentence by underlining the importance of introductory signal words and phrases.

Examples:

(1) because of,

(2) after,

(3) the next step in the process

(4) therefore,

POSSIBLE WAYS TO TEACH THE LESSON:

1. Write the paragraph in phrases:

> "The day,    without work or travel,    seemed
> as big    and as empty    as the country.  He took
> his guitar    out of the station wagon.
> He traveled    with everything    that he liked
> in that old vehicle    because it was his home    while
> he rambled."

Lillies of the Field
William E. Barrett
Doubleday & Co., Inc.

2. Underline the phrases or introductory words:

> After Columbus reached America in 1492, many explorers came to the New World. They came in search of riches and adventure. Some of them were looking for new places to live.

Study Lessons in Map Reading
Weiser, Author
Follett Publishing Co.

3. Read in phrases. With a little practice on intonation and rate, the teacher will find that the voice can be elevated at the ends of phrases, and the speed adjusted to maintain effectiveness.

4. Concentrate upon phrases for added meaning.

Read the whole paragraph first. On the second reading, read only the underlined words. The students should then be aware of the limited meaning of the incomplete sentence. The other phrases in the paragraph should then be re-read and the first word of the phrase recognized as a signal of meaning.

> One problem of alcoholism concerns the effects of alcohol on the person. The other involves the conditions within the person which led to the excessive use of alcohol.

Modern Health, James H. Otto
Holt, Rinehart & Winston, Inc.

## INSTRUCTIONAL AIDES:

1. Phrase cards:

Cut out small pieces of tag board, railroad board or heavy construction paper. Write key phrases from actual material taught in class.

Examples:
of great importance
if we know guidelines
any spot on the globe
more than 600 pairs of muscles
to find a particular latitude

Note: Don't capitalize the first word of each phrase. Try to keep them as they were in the book. Use regular size type.

(Use this size for individual use.)

(No larger than this.)

## ORAL READING

1. The previous exercises may be given orally. However, for purposes of smoothing oral reading, for breaking the habit of word-by-word reading, the following exercise might be used:

Use two-word phrases, three-word and then four-word phrases on cards or dittoes for the class. Practice reading them orally without hesitation. Have students supply words for the rest of the sentence and then read the whole sentence just as they have created it. This sentence will probably be free-flowing and will give the student the opportunity to "read" with freedom.

Example of Procedure:

| | |
|---|---|
| two-word phrases | earth's surface<br>of water<br>land masses |
| three-word phrases | the earth's surface<br>bodies of water |
| four-word phrases | most of the earth's surface<br>bodies of water are separated |

Sentence Completion:

Most of the earth's surface ________ is covered with water. (Any suitable response may be accepted.)

Bodies of water are separated by the land masses between them.

2. The tape recorder may be used for this exercise. Or, each student may read his dittoed sheet of phrases into the tape recorder. Record the time and count of words.

   The next day, after practicing the phrases for homework, the student competes against his time of the previous day. Most students like to work against time.

## GENERAL PROCEDURE FOR TEACHING A READING LESSON IN THE CONTEXT AREAS OF ENGLISH, SOCIAL STUDIES, SCIENCE AND MATHEMATICS FOR THE STUDENT WITH READING PROBLEMS:

1. Write the directions for working with the selection on the chalkboard. These might be the same directions that are in the book. The directions are then explained and read from the chalkboard before students try to read them from the book. The teacher then writes the first paragraph of the selection on the overhead or on the board and demonstrates the procedure with the text.

2. Vocabulary may be presented before reading the entire selection. These words should be introduced with definitions and then used in context.

   EXAMPLE: cistern: a well, tank, or vessel for holding water or other liquid. -- Moisture dripped from the leaves of the raintree and fell in a cistern, which men of long ago had carved in the hard lava.

3. Read orally with these students if on diagnostic materials there is much evidence of poor readers in the class. Quickly help them to pronounce words as they go along. Underline these troublesome words in your copy and after the students have finished you will have the materials for a word-study lesson.

4. Following the oral reading, the students should read silently for any of the following purposes which apply:
   a) Find the main point of the selection or paragraph.
   b) Prepare a good question on the selection.
   c) Find facts to prove points.
   d) Compare characters.
   e) Find the high point of the story or climax.

5. Divide the class into teams of three and give each group a question to involve (a) literal comprehension, (b) interpretation, (c) critical reading, and (d) creative reading. These terms may be defined as follows:

   (a) Literal comprehension: The skill of getting the primary, or literal meaning of a word, idea or sentence in its context.

   EXAMPLE: The first airplane flight was in ______
   (a) 1803 (b) 1903 (c) 1926

   (b) Interpretation calls for thinking beyond the word and inference of meanings. The student is asked to supply or anticipate meanings not stated in the text; draw inferences; make generalizations; determine cause and effect; determine significance of a statement or passage.

   EXAMPLE: Some so-called "flying saucers" have proved to be meteors, airplanes or birds. What leads you to believe that the "thing" in this story was not one of these?

   (c) Critical reading involves passing personal judgment on quality, value, accuracy of text or author's viewpoint.

   EXAMPLE: "If people from another planet were coming to Earth, would you expect them to look different from us? Why?"

   (d) Creative reading asks the reader to project his thinking beyond the text; to suggest a different solution to a problem; add ideas or create possible solutions.

   EXAMPLE: "If you feel that you need additional information before making up your own mind about UFO's, what kind of information would you require?"

6. Go from group to group and check to see how each group is doing. One student in each group should write down answers for his group; all students should prepare some answer to present to the class. Each group might have only one question or two or three from a given list of ten. If two groups of students are working on the same question, the second group must add to the information researched by the other group.

# STUDY

# SKILLS

# AN OUTLINE OF STUDY SKILLS

(Mainly from Effective Study by Francis P. Robinson, Harper Brothers,
New York, 1946)

## SQ3R METHOD OF STUDY

### A. SURVEY

Glance over the assignment to get a general idea of its contents. Take special note of obviously important facts. Note any clues such as bold print, italics, or numbered items which help point out important ideas. Check to see if there is a chapter summary. This entire survey should not take more than a minute or so.

### B. QUESTION

Turn each heading into a question as you begin working through the assignment. Questioning will help arouse curiosity, bring to mind previously learned material, and give purpose to your reading since you are now reading to answer questions.

### C READ

Read to answer that question. Make your reading an active search for answers rather than simply plowing through the words.

### D. RECITE

Stop briefly and try to answer the questions to yourself. Even better is to recite the major ideas of what you have read to a study companion. Another method is to jot down the major points which provides you with a set of study notes after you have recited.

REPEAT STEPS B, C, & D ON EACH SECTION OF THE ASSIGNMENT.

### E. REVIEW

Reviews are most effective when done often. A brief review after each lesson, such as reading through the notes, is good. Periodically a general review of material covered should supplement the short brief reviews. A more concentrated review before a test should be begun several days before the test so cramming can be avoided. Review related sections of reading, lecture notes, previous tests, and related materials at the same time.

# TEACH
# SPELLING

## DIAGNOSTIC SPELLING TEST*

(To determine instructional spelling level)

Dictate the following list of seventy words. They are listed by grade level, ten words to each level. The first level on which a student misspells two or more words is probably his instructional spelling level. For a more accurate diagnosis a larger sampling of words may be dictated. It is not likely that a student's instructional level will be above that determined by this test, but it may well be below it.

### GRADE 2

1. about
2. brother
3. chair
4. lion
5. name
6. next
7. room
8. were
9. where
10. your

### GRADE 3

11. ache
12. chapter
13. feast
14. lose
15. meal
16. monkey
17. picture
18. piece
19. stairs
20. woman

### GRADE 4

21. coast
22. cocoa
23. doctor
24. everywhere
25. fought
26. greedy
27. guide
28. medicine
29. watch
30. women

### GRADE 5

31. arithmetic
32. author
33. dentist
34. English
35. fourteen
36. loose
37. procession
38. pronounce
39. volunteer
40. wrap

### GRADE 6

41. accident
42. although
43. conceal
44. correspondent
45. difference
46. excellent
47. freight
48. laboratory
49. pamphlet
50. relief

### GRADE 7

51. accommodation
52. acquaintance
53. beginning
54. brought
55. character
56. commercial
57. disappointment
58. government
59. principal
60. villain

### GRADE 8

61. abundant
62. appropriate
63. cafeteria
64. complexion
65. congratulate
66. curiosity
67. prejudice
68. privilege
69. quarrel
70. restaurant

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*Developed by Helen Carey and Dorothy Withrow, Temple University
Philadelphia, Penn.

## RECOMMENDATIONS FOR IMPROVING SPELLING

A. Pronounce the word clearly, then have the student pronounce it. Use the word in a sentence and have the student use it in a sentence. Write the word on the board or, when working with a single student, write it on a piece of paper. Have the student write the word on an oaktag card (8½ x 3). Underline syllables and discuss letter combinations. When underlining syllables it may be more effective to use different colors for different syllables. The student can use the oaktag card for further study. These should be kept in a file such as in an old shoebox.

B. In working with students whose spelling is too phonetic: e.g., nees for knees, or wun for one, the teacher should concentrate on showing the student the "whole word picture" rather than focusing on sounds within words.

C. Never let the student spell the word wrong in the beginning.

D. Keep increasing the spelling vocabulary by adding previously missed words to new lists as well as some words with which students are more familiar. Most students can learn more words than normally would be assigned them in a spelling book.

E. Teach the following spelling rules by guiding the students to discover them for themselves:

1) Write ie when the sound is ee, except after c, or when sounded like a as in neighbor and weight, or i as in height.

2) When the prefixes il, im, in, un, dis, mis, and over are added to a word, the spelling of the original word remains the same.

3) When the suffixes ness and ly are added to a word, the spelling of the word remains the same. Examples: mean+ness= meanness, final+ly= finally.

4) With words ending in y, change the y to i before adding the suffix. Examples: ready+ly= readily, heavy+ness= heaviness.

5) Drop the final e before a suffix beginning with a vowel. Examples: care+ing= caring, write+ing= writing. (Exceptions: noticeable, courageous, dyeing. Dyeing is spelled as such to prevent confusion with dying.)

6) Keep the final e before a suffix beginning with a consonant. Examples: care+ful= careful, care+less= careless. (An exception is argue+ment= argument.)

NOTE: Keep in mind that not all students learn effectively by the use of rules.

F. Make lists of common prefixes and suffixes, as well as "families of sounds."

G. Teach them how to use the dictionary in locating unfamiliar words. Practice this usage on difficult words which can be found by the sounds of the first few letters. Discuss possible spellings for certain words and sounds. Also teach the use of the diacritical markings in the dictionary.

H. Let the students correct their own papers after taking a spelling test. Some students seem to be much more adept at correcting their own work than others. The teacher will need to make periodic checks to determine whether the students are having difficulty finding and correcting their own errors.

I. Let the students exchange papers and "proof read" each other's work. The habit of proof reading will carry over into their own writing.

# VOCABULARY

## VOCABULARY

Perhaps the most obvious component of any course is vocabulary, and perhaps the most frustration for all concerned is in the student's lack of ability to correctly read or "call the word." What are solutions or teaching strategies that the content area teacher can employ for this most severe reading disability?

Basically, there are three ways the student can attack a word: (1) through context clues, (2) through phonic analysis and (3) through structural analysis.

Once the word has been "unlocked" there is a good chance that the student will "know" the word -- have heard it and have it as a part of his speaking-listening vocabulary. He comes to recognize in printed form a word he can already say or understand when he hears it. This process is entirely different from learning a new vocabulary word, an entirely new word -- one whose meaning is unknown.

"Vocabulary Development Through Context" is a four page guide for unlocking words by using words "around it" for assistance.

"Phonics" and "Structural Analysis" should be considered at their simplest levels. Many students have been given phonics or drills, have seen no success and become lost in the process. Therefore, treat phonics and structural analysis in broad terms in the classroom. For example, underlining a prefix or suffix is often enough to break a word.

Example: announcement -- Cover the suffix and see the word or divide between the double consonants: an/nounce or circle the small word: announce and get to the word parts.

These patterns are usually enough for phonics for the content area teacher:

(1) vc/cv = let/ter v=vowel
(2) v/cv = o/pen c= consonant
(3) cle = ta/ble c+le
(4) Circle a prefix or suffix -- dislike, courageously

There are several ways or strategies available for the classroom. These are examples from many published skills texts:

(1) Crossword puzzles
(2) Cloze -- Delete every 5th, 10th or 15th word in a paragraph.
(3) Word histories
(4) Pictures for concepts
(5) Vocabulary cards
(6) Vocabulary "Bees"
(7) Commercially prepared games similar to Scrabble, Spill and Spell or Probe
(8) Writing exercises
(9) Categories of meaning
(10) Synonyms, antonyms and homonyms

## VOCABULARY DEVELOPMENT THROUGH CONTEXT

from Thomas & Robinson, Improving Reading In Every Class

### DIFFERENT TYPES OF CONTEXT CLUES

1. Direct explanation clue

> An ecologist, a scientist who specializes in the relationship between living things and their environment, is likely to have authoritative opinions on the problem of pollution vs. man's survival.

The use of the appositive construction (with the word or and commas, or with the commas alone) reveals to you beyond doubt that ecologist means an expert on environmental relationships.

In the next example, that is indicates that the phrase it introduces is an explanation of the word laser.

> The development of the laser -- that is, a device which concentrates high energies from radiation into a narrow, sharply focused beam of light -- has practical applications in medicine.

> Regardless of his many reforms and arguments, the senator was forced into a cul-de-sac by his opponents. What can a man -- eminent senator or petty official -- do to retrieve himself from a blind alley?

2. Experience clue -- We know from our own experience how people and things act or react in a given situation.

> Those first bewildering weeks, the thoughts of a college freshman drift back to high school where he was "in," knew everyone, and felt at home. A feeling of nostalgia sweeps over him.

3. Mood or tone clue

> The lugubrious wails of the gypsies matched the dreary whistling of the wind in the all-but-deserted cemetery.

Since lugubrious reflects the mood of the sentence, the meanings mournful, gloomy, dismal readily come to mind.

4. Explanation through example -- Sometimes, when a writer uses a new word the reader finds nearby an example that helps illuminate the meaning.

> In the course of man's evolutionary development, certain organs have atrophied. The appendix, for example, has wasted away from disuse.

> President Lincoln's attitude toward the fallen South was magnanimous -- "with malice toward none, with charity for all."

> An occasional respite during a long evening of study is desirable. Jim often took a short "breather" between chapters or between assignments.

5. Summary clue

Pete Littlefield, our center, stands six feet three in his stocking feet and weighs an even 210 pounds. His teammates call him "Runt," an obvious misnomer.

The greatest effect of the Renaissance on education was a growing secularization in schools. More school curricula focused on man's expression of feelings toward the world in which he lived. Schools became interested in teaching about affairs of the world, not only about religious matters.

6. Synonym or restatement clue

Flooded with spotlights -- the focus of all attention -- the newly chosen Miss Teen Age America began her year-long reign. She was the cynosure of all eyes for the rest of the evening.

7. Comparison or contrast clue

Bob excels in football, photography, and music, and his older brother is even more versatile.

When the light brightens, the pupils of the eyes contract; when it grows darker, they dilate.

They were as different as night and day. While he was a lively conversationalist, with something to say on every subject, she was reserved and taciturn.

8. Familiar expression or language experience clue

He took it upon himself -- yes, he appropriated the entire responsibility for raising money for the class gift.

9. Words in a series clue

10. Inference clue

Sharon told her roommate, "I'm through with blind dates forever. This one topped all! What a dull evening! I was bored every minute. The conversation was absolutely vapid!"

WHAT IS YOUR CONTEXT CLUE POWER? (Example)

1. Experience clue (life experience, indirect experience through reading)

Finally the moment of leaving home arrives. The unexplored world of college lies ahead. Almost every freshman approaches life on campus with some trepidation.

Your intelligent guess at the meaning of trepidation in the light of context clues: ______________________________

2. Comparison or contrast clue

Unlike his older brother, who could meet anyone from the president of the local women's club to the President of the United States with grace and ease, Bill was quite gauche.

Your intelligent guess at the meaning of gauche: ________________

3. Explanation through example clue

   Bob's reaction to his new stepmother was characterized by a strange ambivalence -- faith conflicting with distrust.

   Your intelligent guess at the meaning of ambivalence: ____________

4. Direct explanation

   The exigency, or emergency, that developed when the automatic pilot failed, forced astronaut John Glenn to neglect some of the experiments that had been planned and to take over manual control of the space craft most of the second and third orbits.

   Your intelligent guess at the meaning of exigency: ______________

5. Mood or tone clue

   The starchiness in his voice and the scowl on his face warned us that the father was in a captious mood. Absolutely nothing suited him! --the meat was too cold -- the coffee was too hot!

   Your intelligent guess at the meaning of captious: ______________

## DO'S AND DON'T'S FOR USING CONTEXT

### Do Rely on Context Clues

1. When you have an "unmissable clue" -- a direct explanation.
2. When you have highly revealing clues and the meaning you arrive at definitely "clicks" with the rest of the passage.
3. When, in view of your purpose for reading the selection, you need only a general sense of the meaning.

### Don't Rely on Context Clues (Turn to Your Dictionary)

1. When you require a precise meaning. It almost always takes the dictionary to pin the meaning down.
2. When the word is a key word, one crucial to your understanding, and full comprehension is important to you.
3. When the clues suggest several possibilities -- the meaning might be one of several -- and you must know which.
4. When you don't know the nearby words.
5. When you have encountered the word a number of times, realize that it is a common, useful one which you will meet again, and want to master it thoroughly for future reading.

## WORD ATTACK SKILLS

There are several options open to the reader when he approaches an unfamiliar word:

1) use phonetic analysis generalization,
2) use context clues as an aid or
3) rely on structural analysis

### PHONETIC GENERALIZATIONS

These should be taught as guides or aids but never as "rules" -- there are far too many exceptions in the English language. However, these guides will work about 80% of the time and are therefore of great help to readers in unlocking or attacking unfamiliar words.

1) The initial or medial vowel in a one-syllable word is usually short. (up, pet)

2) The final vowel in a one-syllable word is usually long. (so, be)

3) When two vowels occur together in a word, the first vowel is long and the second one is silent. (meat, pain)

4) In a one-syllable word which contains a single vowel that is followed by a final e, the vowel is long and the e is silent. (mat, mate; rat, rate; hat, hate)

5) When c or g is followed by i, e or y, the c or g generally takes the soft sound. (city, cell, gin)

6) When c or g is followed by a, o, or u, the c or g generally takes the hard sound. (call, cold, got, gull)

7) In an unaccented syllable, a vowel may have a schwa (uh) sound (the upside down e) as in circus, above and circular.

### CONTEXT CLUES

At its simplest level, context clue simply means relying on surrounding words to determine the meaning of an unfamiliar word in a sentence. For example, the student will have an easier time with the word respite in the following sentence if he has been taught to use context clues as an explanation through example. "An occasional respite during a long evening of study is desirable. Jim often took a short "breather" between chapters or between assignments."

### STRUCTURAL ANALYSIS

Analyzing words into their different parts or meaning units is simply analyzing the structure. Students can often unlock or attack words if particular attention is called to the prefix at the beginning of a word, or to the suffix at the end. Further aid can be given by dividing a word between two consonants and "saying" each piece. Usually these patterns or "formulas" are all that is needed:

1) prefix / root or root / suffix: bi month ly

2) vc/cv: lum ber, doc tor, can dy

3) v/cv: la dy, e las tic, so da, so fa, mu sic

4) c + le: ta ble, i dle, ri fle

## TEACHING VOCABULARY

A number of techniques can be used for teaching vocabulary in Social Studies. Several examples will be presented here.

A few things to remember:

1. Not only technical terms should be presented. Many words in the text can be used for vocabulary building that deal with other areas: i.e. comparatively, precipitation, absorb, descend.
2. It does not help to read a paragraph if you do not know what the words mean.
3. When defining a word take care that the definition is understandable to all students (i.e. revolution means social upheaval, but what is upheaval?
4. Vocabulary words should be taken care of before reading material.

## VOCABULARY

1. Multiple Meaning Words

Many words have more than one meaning. These words can be discussed and the various meanings painted out.

Example: Key
1. In Geography, key means what the symbols on the map mean.
2. A household item to unlock a door.
3. An answer or set of answers.

Season
1. A period of the year
2. Add salt or spices to food
3. To age or ripen

2. The following list of words have been selected from the textbooks that can be used as multiple meaning words. This method lends itself to dictionary work as well as class discussion.

SOURCE: OUR WORLD AND ITS PEOPLES -- Multiple Meanings

Ch. 3, Unit I

earth
face
wear
cone
crust
blocks
fold
plains
body
peak
chain

range
precipitation
country
steep
cultivate
grass
rock
stores
table top
falls
deposit

crop
port
desert

Ch. I, Unit I

pipe
pimp
space

Ch. 2, Unit I

star
globe
rotation
tilt
Poles
parallel

Ch. 4, Unit I

atmosphere
channel
raw materials

# COMPREHENSION

# THREE LEVELS OF UNDERSTANDING OR COMPREHENSION

## I. RECALL (LITERAL)

A. Simplest

B. Prerequisite for higher levels

C. Remember or recognize verbatum

D. Tools
   1. For teaching -- recitation, lecture method
   2. For reinforcement -- drill and copying

## II. INTERPRETATION

A. Translating (abstract to concrete)

B. Drawing inferences

C. Relationships and associations

D. Making comparisons

E. Evaluation -- reliability and value

F. Tools
   1. For teaching --
      a) study guides
      b) oral questioning
      c) discussion
   2. For reinforcement --
      a) any method encourages thinking
      b) thinking about, around and through

## III. APPLICATION

A. Involves using new situations
   1. Perform a new task -- easiest
   2. Using written directions to perform a new task -- hardest

B. Builds upon recall and interpretive levels

C. Tools
   1. For teaching --
      a) discussion
      b) study guides
      c) activities
   2. For reinforcement -- same as for teaching

## AN EXAMPLE OF A SIMPLE GUIDE

This guide is illustrative of ways to serve a range of reading achievement in one class. Asterisks indicate estimated level of difficulty of each question. Page, column, and paragraph numbers are given with some questions to assist students in finding "details" for which they are reading. Students assigned questions of a given level work together in groups, then lead the full class discussion when it relates to the information they have to contribute.

---

Grade Seven

"Your Country's Story"
Chapter Three

## DIRECTED READING FOR DETAIL

There are several important details in this selection of Chapter 3. As you read, answer the questions you have been assigned. Sometimes the page, column, and paragraph are given to identify the location of the answer.

* 1. Who were the Pilgrims? (54, 1, 1)

** 2. Why did the Pilgrims leave England? (54, 55)

*** 3. To what two places did the Pilgrims go after leaving England?

* 4. Who were the Puritans? (59, 1, 2)

** 5. Why did the Puritans leave England? (59)

*** 6. What advantage did the Puritans have that the Pilgrims didn't? (59)

* 7. Who founded Rhode Island? (59, 2, 2)

** 8. Why was Rhode Island founded? (59, 2)

*** 9. What cautious act by the founder saved the colonies from trouble? (59)

*10. Who settled Connecticut? (60, 1, 1)

**11. Why was Connecticut settled? (60, 1)

***12. What arrangements made in the settling of Connecticut caused problems in later years?

*13. Who settled New Hampshire? (60, 1)

**14. Why did the settlers of New Hampshire pick that area? (60)

***15. Why did the settlers of New Hampshire eventually change their occupations?

## COMPREHENSION SKILLS -- SAMPLE LESSON

A. In your reading of social studies, you must be able to get the main idea.

1. What is the main idea of this passage?
2. In what three ways was the feudal system of Japan different from that of Europe?

B. You must be able to see cause and effect relationships in your reading of social studies.

1. What was the result of the emperor's interest in a good time and praise from his high officers?
2. The Samurai became the "leaders" in Japan. Why?

C. You need to be sure you recognize the sequence of events in social studies and significance of dates.

1. What do you consider the major events in this selection?
2. What is the period of feudalism in Japan?
3. How long a period elapsed between the time of the emperor's rule and the shoguns' complete authority?
4. From what you know of history does this seem like a long time?
5. What is the feudal period in Japan?

D. In your social studies reading, you need to be able to make application of what you have read to our lives today.

1. What event in United States history is near the close of the feudal period in Japan?
2. Why might this event (date) be important in finding a reason for the end of feudalism?

E. You need to be able to outline in social studies.

1. Look back at what you consider the main point in the selection. Use that for your title. Then develop an outline with three major points.
2. Suppose you wished to make an outline using the people involved. What four divisions would you make?

F. You need to be able to separate fact from opinion.

1. Find three sentences which you think represents the opinion of the author.

G. You need to make inferences from your reading.

1. What is the difference in attitude of the authors toward the monks and the samurai mentioned in the selection?
2. What was the condition of the land in medieval times? Why?

3. What kind of work did the Buddhist monks do?
4. Why did the shogun foster the idea of the emperor as a god?

H. You must be able to understand and use key words and concepts.

1. How would you define feudal?
2. Ruling Class?
3. Middle Ages?
4. Code of Conduct?
5. From your reading in what ways do you think maybe Japan's code of conduct was different from that of Europe?

I. You need to be able to find details when you read.

1. What was the training of the samurai?
2. The following True-False questions will reveal your attention to details.
    a) The peasants of Japan had their own land.
    b) Payments to the landlords were made in saki.
    c) Noblewomen were treated with affection.
    d) Most of the land in Japan is devoted to growing crops.
    e) To the samurai skill in using force was an important as the force itself.
    f) The fisherman was important to the people.
    g) Tokyo was the first capital.

J. You must be able to apply what is read to the present.

1. What recent event in Japan shows the change from feudal times in the point of view of the emperor?
2. Where might the stereotype of the non-smiling Japanese have had its beginning?

K. You need to be able to skim.

1. You want a picture of the palace or life in Kyoto. Would this article be useful?
2. What dates are given?

## VOCABULARY SKILLS

1. Japanese emperors had divided Japan into provinces ruled by provincial governors.
    a) areas comparable to our states as governing areas
    b) areas in which peasants grew different crops
    c) cities similar to San Jose
    d) places to have picnics in the summer

    a) a governor who was weak
    b) a governor who was interested only in the province
    c) a governor for the area

2. A provincial governor in Japan at this time would be similar to the governor of

    a) Hawaii
    b) Haiti
    c) Nevada
    d) Alaska

3. The monks of the Buddhist monasteries...

    a) schools
    b) churches
    c) office buildings
    d) palaces

4. Clan chieftains reasserted their ancient authority.

    a) took back
    b) demanded
    c) asked for
    d) organized

5. The knights owed allegiance to the overlord.

    a) obedience
    b) money
    c) a debt
    d) kindness

6. In Asia as in Europe, invasions and wars enabled warriors...

    a) revolutions
    b) entrances into other countries
    c) great feasts
    d) small rivalries

7. The invaders were the horse nomads.

    a) wanderers
    b) explorers
    c) barbarians
    d) skilled laborers

8. Classes were established in the East and Near East.

    a) special schools
    b) groups of people
    c) organizations
    d) teachers

9. In some respects the Japanese samurai went beyond the Chinese in developing a ritual of good manners.

    a) a test
    b) a choice
    c) established procedure

10. How does the text define: a) samurai b) shogun c) hara-kiri

## DIFFERENT TECHNIQUES OF TEACHING COMPREHENSION SKILLS

### (Content Areas)

There is only one time to improve comprehension. That is, before the student reads. The student must be told what to read for. It is a good idea to have questions on the board or at the beginning of the chapter.

In Content reading, that is, reading assignments in the various subject areas, we have to take care of the vocabulary first, before we have the students read the material.

EXAMPLE: "Study of Norway, Sweden and Finland"

Activity #1

Vocabulary:

Fiords____________________________
Inlets____________________________
"Midnight Sun"______________________

Comprehension: (These Questions are on the board; therefore, the student knows what to read for.)

READ TO FIND OUT:

1. Where are these countries located?
2. Who were the Vikings?
3. What are the resources of these northern lands?

These questions are actually RECALL type questions; the more the immediate to recall -- the better.

Activity #2

### A RECALL TECHNIQUE

1. Have the students read a selection, maybe three paragraphs when first beginning to develop their RECALL ABILITY. Then tell them to do the following:
2. "List all the things you can remember about the topic you read."
3. The teacher should give them a dittoed or stenciled sheet similar to that on the following page.
4. Students could be paired off or do this in small teams after the silent reading of the assignment.

Lucian Davis

## RECALLING INFORMATION

SOCIAL STUDIES UNIT #___:____________

NAME____________________ DATE________________

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Teacher: Disregard Spelling.

Lucian Davis

## SAMPLE LISTENING COMPREHENSION CHECK

UNIT: The Far East -- Chapter 1, p. 426

SOURCE: Exploring a Changing World by Schwartz and O'Connor

SKILL: Developing "Listening Skills" in Social Studies

DIRECTIONS TO TEACHER: Read the following paragraph to the students. They are to listen attentively until the teacher has completed reading the passage. Each student is then given a dittoed sheet with four or five Multiple-Choice questions to answer.

GRADING: 4 Questions -- 25 points each    Total: 100%
5 Questions -- 20 points each    Total: 100%

SELECTION: "COUNTRIES OF THE FAR EAST"

The Far Eastern countries vary in size. The largest country in the region is Red China, which is the third largest nation in the world. The second largest country in the Far East is India. Together with Pakistan, this subcontinent is about half the size of the entire United States. Indonesia is not much larger than our state of Alaska, but its many islands extend over 3,000 miles from east to west. The Philippines is not much larger than our state of Colorado, but its islands reach about 1,100 miles north and south. Japan, the richest country of the Far East, is about as large as our state of Montan.

DITTO THESE QUESTION FOR THE STUDENTS:

Listening Comprehension Check

Name:_____________

Date:_____________

1. What is the largest country in the Far East?___
   a) India b) Japan c) Red China
2. India and Pakistan are roughly ___
   a) one-third the size of the U.S. b) half the size of the U.S. c) equal to the size of the U.S.
3. The Philippines is not much larger than this state:___
   a) California b) Kansas c) Colorado
4. The richest country in the Far East is ___
   a) Japan b) India c) Red China

Listening Score:_____%

MY STUDENTS DON'T LISTEN; THEY CAN'T FOLLOW DIRECTIONS AND THEY LOSE THE MAIN POINT OF A LESSON...

## SAMPLE OF LISTENING COMPREHENSION CHECKS

UNIT: North Africa and the Middle East

SOURCE: Exploring a Changing World by Schwartz and O'Connor

SKILL: Developing "Listening Skill" in Social Studies

DIRECTIONS TO TEACHER: Read the following paragraph to the students. They are to listen attentively until the teacher has completed reading the passage. Each student is then given a ditto sheet with four or five multiple-choice questions to answer.

GRADING:
4 Questions -- 25 points each    Total: 100%
5 Questions -- 20 points each    Total: 100%

SELECTION:

Farmers settled in the great river valleys of North Africa and the Middle East. They noticed that the rivers flooded the land every year at a certain time. They learned how to dam the water when it flooded and how to let it out when they needed it. They made up rules for the use of the water. Before long, they had the first government in which laws were being enforced. The first civilizations we know of began in the river valleys of the Nile and the Tigris and Euphrates.

DITTO THESE QUESTIONS FOR THE STUDENTS:

### LISTENING COMPREHENSION CHECK

Name:___________

Date:___________

1. Where did farmers first settle:_______

   a) Europe and Asia    b) Asia and Australia
   b) North Africa    c) North Africa and the Middle East

2. When did the rivers flood:_______

   a) twice a year    b) every year    c) three times a year

3. What did the Egyptians do when the rivers flooded?____

   a) moved away    b) used flood control    c) made dams

4. The first civilization began____

   a) in the river valleys    b) mountains    c) level plains

Listening Score:______%

Lucian Davis

## SUGGESTION FOR TEACHING COMPREHENSION

by David L. Shepherd
Hofstra University

In the teaching of comprehension, two major areas should be considered. The first is the skill of asking questions appropriate to the skill to be taught. The second will be specific classroom suggestions for teaching the skills of comprehension.

### QUESTIONS FOR SKILL DEVELOPMENT:

A prerequisite to the effective teaching of comprehension skills is the ability to ask questions which require the use of each specific skill as it is being taught and practiced. Suggested questions are listed below for each major comprehension skill.

1. Purpose questions to keep in mind while reading
    - a) Would you have made the same decision as_____________?
    - b) Can you find out if_________________?
    - c) What is the main idea of the author?
    - d) What is the main viewpoint of the author?
    - e) What are the steps of the process?
2. Asking for the main idea
    - a) What is the topic sentence (main idea) of this paragraph?
    - b) What is the main point(s) of the author?
    - c) What would be a good headline for this paragraph?
    - d) What would be a good title for this article or story?
    - e) What is the main idea?
3. Noting details
    - a) What facts did the author give?
    - b) What time does___________?
    - c) How much liquid______________?
    - d) Where did the event happen?
    - e) When did the main character get home?
4. Seeing the organization of ideas
    - a) In what ways are the two alike? Different?
    - b) List the arguments for_____________.
    - c) List the various methods of land conservation.
5. Understanding sequence (following directions)
    - a) What steps do we follow when____________?

b) What happened first?

c) What do we do after_____________?

6. Predicting and anticipating
   - a) What do you think will happen next?
   - b) Since he lost the fight, what will he do?
   - c) What do you think will be the result of___________?

SUGGESTED CLASSROOM ACTIVITIES FOR TEACHING THE SKILLS OF COMPREHENSION

1. Recognizing the main idea
   - a) Have the student express the main idea in his own words.
   - b) Underline the main ideas in several paragraphs in a textbook and note where they are usually found.
   - c) Write a paragraph giving the main idea.
   - d) Give titles to paragraphs.
   - e) State an appropriate headline for a selection for a paragraph.
   - f) Practice using the headings in heavy black print.
   - g) Check the main idea with the introductory and summary paragraphs of a chapter.
   - h) Select from a list of sentences the one that best expresses the main idea of a paragraph of a selection.

2. Noting details
   - a) Note relative importance of details by such signal words as above all, most important, of greatest value.
   - b) Notice the ways in which the author indicates the relative importance of details:
     - (1) by giving more space to one fact than to another,
     - (2) by the use of introductory remarks such as "above all" or "most important",
     - (3) by organization as indicated by heading in heavy black print,
     - (4) by the use of italics,
     - (5) by picture and other graphic aids, and
     - (6) by the list of important words at the end of a chapter.
   - c) Select a character that you like or dislike and determine what the author has done to make you react to the character.
   - d) Match a series of details with a list of main ideas.
   - e) Study the regulations for operating a piece of equipment.
   - f) Answer questions of detail included in a selection.

3. Organizing ideas
   - a) Classify objects in a room according to their function.
   - b) Tell what items belong in classifications, such as food and recreation.
   - c) Study the table of contents to note the organization of a book.
   - d) Categorize information (i.e., ways of travel, ways to communicate, etc.)
4. Seeing the sequence
   - a) Read the main ideas in a chapter to get an overview in sequence of the material covered.
   - b) Enumerate the steps of a process or in a chain of hisorical events.
   - c) Notice thw words that suggest the introduction of another step, such as: then, finally, second, another, subsequently.
   - d) Note the steps in proper order for constructing some object, doing some written assignment, doing an experiment.
   - e) List the chain of events leading to some scientific discovery.
5. Predicting and anticipating
   - a) In a situation of confusion and indecision, have the reader anticipate what he thinks will happen next. Why?
   - b) Compare present-day conditions with those of a certain period in the past; decide what will likely happen next.
   - c) Consider what will happen next in light of
     - (1) background events,
     - (2) characters involved, and
     - (3) the situation.
   - d) Make up endings for stories.
   - e) Estimate the answer to an arithmetic problem.

The comprehension skills are basic to a reader's practical as well as pleasurable use of reading. These are the skills which give purpose to the reading act. It is in the comprehension area that reading becomes thinking with the author through the medium of the printed page.

EXAMPLES OF PARAGRAPHS AND QUESTIONS TO FOSTER SPECIFIC SKILL DEVELOPMENT:

1. Recognizing the main idea

Drivers of cars should become familiar with the signs of failing brakes since good brakes are important for safety in driving.

After a car has been used for some time, brakes become worn and the linings must be replaced. Oil or grease may leak into them and make them slip if the wrong kind of grease has been put in the rear axle. Water may get in from driving in wet, stormy weather through puddles and flooded roads so that the brakes will not hold properly. Dirt from dry and dusty roads may filter into the drum and make them "grab." Also, an unusual amount of driving in hilly country may warp the brake drums, reducing their braking power.

a) What is the topic sentence of this paragraph? Where is it found?

b) What would be a good headline for this paragraph?

c) Where would you find more information about this topic?

2. Noting details

Simple and consistent maintainance will keep venetian blinds looking like new. They should be cleaned frequently with a soft brush. The cleaning can also be done with a vacuum cleaner. At times, the pulleys should be oiled at the top of the blind with a drop of household oil. Remember to handle the blinds gently. Do not raise or lower them with great force. If the window is open on a windy day, raise the blinds all the way to the top so that they do not clatter in the breeze.

a) What suggestions are given for cleaning venetian blinds?

b) How should venetian blinds be handled?

c) What are you to do to keep the blinds from clattering in the breeze?

d) How can you take care of the pulleys?

3. Organizing ideas

Screw extractors are used to remove broken screws. There are several types of extractors. Each is supplied in sets with sizes for screws of varying diameters. Perhaps the most commonly used type is the Ezy-Out which is tapered and has a coarse spiral, resembling a thread, with very sharp ridges. The sharp ridges on the extractor "bite" into the sides of the hole in the broken stud or screw so that it can be screwed out. Another type of tapered extractor is made with four straight flutes which have sharp edges. This tool is tapped into the drilled hole with a hammer to force the sharp edges of the flutes into the sides of the hole and grip the broken stud so it can be unscrewed. A third type is perfectly straight without any taper and has three sharp splines. The extractor is driven into the hole with a hammer. It then gets sufficient grip on the broken stud to permit screwing it out.

a) List the types of screw extractors.

b) What words signal the description of each type of screw extractor?

c) In what way is each of the screw extractors alike?

4. Seeing the sequence of ideas

The events leading up to the establishment of the national government covered a span of a half century or more. For many years around the mid-seventeenth century the colonists of North America had trouble with the French and Indians. This conflict was known as the French and Indian War. Finally, the French and Indians were defeated, and England gained Canada and all the land between the Appalachian Mountains and the Mississippi River. At that time, England started to tax the colonies. A quarrel developed between England and the thirteen colonies because the colonies refused to pay the taxes. In fact, the colonies declared their independence from England in 1776. This quarrel became a war, the Revolutionary War. The colonies finally won their independence from England in 1781. The new states were still in difficulty, however, because there was not a strong central government. Under the Articles of Confederation conditions became very difficult and confused. Therefore, the Constitutional Convention was called and met in Philadelphia in 1787. The present constitution, which determines the structure of the present national government, was written at this convention. Under the new constitution, Washington became the first president in 1789.

a) List the events leading up to the formation of the federal government.

b) Which happened first, the declaration of independence or the winning of independence?

c) What was the first war mentioned in this paragraph? The last war?

5. Predicting and anticipating

JUDGING YOUR OCCUPATIONAL CHOICE

Once you have determined your occupational goal, you need to relate it to a specific occupational choice. There may be several occupations which would satisfy the goal you have set for yourself. Therefore, here are three guides you can use to decide upon the specific job you wish. The first guide is your satisfaction with the job. You should analyze how happy you would be with the work, if you can do it well and if you can get recognition and advancement. Investigate also the working conditions and the friendliness of the people. The second guide is income. Note the average income you can expect and determine if this will be adequate for you. Note if there are opportunities for earning extra income. The third guide is the opportunity you will have in the work. Determine if the work is in an expanding field or in one which will shortly become old-fashioned. Look at the competition from others and determine how you compare. Adequate consideration given to these three guides will do much to guarantee success and satisfaction in your vocational choice.

a) Read the title and jot down how you would judge your occupational choice. Then read the paragraph and note how you agree or disagree with the author.

b) What other guides would you list?

c) What are some of the expanding or growing jobs of the 1960's and the 1970's?

6. Following directions

Additional water fixtures in a house require the installation of new lengths of pipe. Such additional plumbing requires detailed planning for the new plumbing branches. The general procedure for new installations follows several steps. First, study the plumbing system of the house to find the best place to "hook on" the new line to a distribution pipe near the water meter is usually a good place because adequate water pressure is assured. Second, shut off the water supply for the whole house. Third, look for an elbow or straight coupling closest to the point where the new line is to be joined to the existing distribution pipe. Fourth, substitute a tee fitting at this point and connect the first length of new pipe to it. Fifth, continue the lengths of new pipe away from this juncture. And, sixth, secure the pipe to structural beams of the house by means of straps placed about ten inches apart.

a) What is the third step in adding additional water fixtures?

b) Where is the best location usually for the new pipe line to be "hooked on?"

c) How far apart are the straps placed?

d) How many steps are mentioned in this operation?

The above suggestions and examples can be used as a guide as you select and prepare materials to improve reading comprehension.

TITLE: READING IMPROVEMENT IN THE CONTENT AREAS

READING SKILL: ABILITY TO ARRANGE IDEAS IN PROPER SEQUENCE

PURPOSE: One of the purposes of reading is to determine the proper sequence of events; the critical reader must be able to read a paragraph and remember sequential order for process, for recall, and for relationship of facts.

TECHNIQUES:

I. Copy and number several paragraphs from material used in your class. Following the paragraphs write sentences based upon the information in the paragraphs. Ask students to number the sentences according to the paragraph in which the information was found.

Example 1. Read this selection carefully. Then study the sentences that follow. Number the sentences to match the paragraphs to which they belong. Put your numbers where you see these marks. ( )

1. Many of us have used the word "America" or "Americans" in speaking of the United States. This is not accurate. There are others who are Americans, too -- the people of Latin America. They often resent our calling ourselves Americans as though the title belonged to us alone. It is common in Latin America to refer to us as "North Americans."

2. Latin America is made up of several parts. South of the United States is the country of Mexico. From Mexico a "bridge" land extends to the southeast. This land, sometimes called Central America, the Caribbean Islands and South America -- make up Latin America.

3. This region has twenty-four independent nations and small areas that are colonies of nations of Europe. Some are large, like Brazil. This country is almost as big as the United States.

Schwartz, Exploring a Changing World:
Globe Book Company

(3) 1. Latin America consists of twenty-four independent nations and small areas or colonies.

(1) 2. "America" can mean more than just the United States.

(1) 3. We, in California, would probably be referred to as "North Americans" by a student living in North America.

(2) 4. Six small countries make up Central America.

II. Give the students practice in arranging ideas by listing the order of sentences from a given paragraph.

Example 2. Directions: Several ideas that you will read in this selection are listed below it. They are not in the order in which they were found in the paragraphs. Read carefully before each sentence to tell in what order it came in the selection.

1. In general, all smokers may be divided into four groups; light smokers, medium smokers, heavy smoker, and "cigarette addicts." The light smoker comprises only about five percent of the group and smokes a pipe or cigars. This type of smoker is more concerned with the mechanics of smoking than he is with the effects he gets from tobacco. He may have a smoking habit, not a tobacco habit. He likes to "wear" a pipe or manipulate a cigar or go through the mechanics of cigarette smoking.

2. The medium smoker, made up of about 45 percent of all smokers, smokes about a pack a day. When he smokes too much, the bad taste in his mouth and the upset stomach may cause him to cut down. Occasionally, he makes up his mind to quit, and he often does. But he eventually returns to smoking.

3. The heavy smoker includes includes about 35 percent of the population of smokers. He smokes a pack and a half to two packs a day. He is bothered by a "smoker's cough" and chronic bronchitis. He switches brands frequently, talks a good deal about quitting, could possibly get along for a few days without a cigarette but in reality is not likely to give up the habit.

4. The "cigarette addict" is not a true addict in the sense in which we speak of narcotic addiction, but he is simply addicted to cigarettes. He couldn't quit if he wanted to. He usually started smoking early in life and became a chain smoker. He may cough regularly, clear his throat often, but he will keep on smoking. He starts his day with a cigarette before breakfast and has one last smoke before retiring. It is hard to advise him because he is truly a slave to nicotine.

(2) 1. A bad taste in the mouth and an upset stomach may cause a smoker to quit, but often it's only temporary.

(1) 2. Some smokers are not really concerned with the effects of tobacco and are more interested in "wearing" a pipe, cigar or cigarette.

(3) 3. The heavy smoker is bothered by "a smoker's cough" and chronic bronchitis.

(4) 4. The person who simply can't quit smoking is referred to as a "cigarette addict."

III. Teach the organization of a selection by asking the students to insert topics into an outline provided for them.

Example 3. Directions: Read the selection carefully. Then read the outline that follows it. The topics listed in the outline are not given in the order in which you read them in the selection. On the blanks below the outline, write the topics in the order in which they were found in the selection.

1. Most of Africa is a plateau. There is very little coastal plain for lowland. The land rises sharply near the coast. The plateaus vary from 1,000 to 5,000 feet above sea level. The surface of the continent is very much like a saucer. Near the coasts, the land rises and then dips toward the center.

2. The plateaus of Africa below the Sahara are drained or hollowed by three large rivers: the Congo, the Zambezi and the Niger. Because the rivers begin on high ground, they flow rapidly "downhill" toward the narrow coastal plains. In this drop there are many rapids and falls. Travel on the rivers is possible, but boats must stop at the rapids. Travelers must then go by land to the next place where they can board a boat. The Congo is more widely used for transportation than the other large rivers. Some of the rivers also form muddy deltas or sand bars at their mouths.

3. On the eastern coast, there is a range of mountains that extends from South Africa northward to Ethiopia. In this range there are many high peaks. Mount Kilimanjaro is over 19,000 feet high. Mount Kenya is over 17,000 feet above sea level. Both of these mountains are located almost on the equator.

Yet they are so high that they are covered with ice and snow. In the mountains the largest number of Europeans are found. They prefer to live where it is cooler. The largest cities are also located in these eastern highlands.

4. Some huge lakes have been formed in the deep valleys of the African highlands. The snow from the very high mountains has provided the water for these lakes. Lake Victoria is the largest lake. It is almost the size of Lake Superior, the largest of the North American Great Lakes. Lake Tanganyika and Lake Nyassa are other important lakes in the highlands. These lakes also can be compared in size to our Great Lakes. But the Great Lakes of North America are busy water routes. The lakes of Africa are hardly used for trade at all.

Exploring a Changing World

Two very high mountains are near the equator.

Most of Africa is a plateau.

The lakes of Africa are hardly used for trade at all.

Some of these plateaus are as [illegible] as 5,000 feet above sea level.

1. Most of Africa is a plateau.
2. Some of these plateaus are as much as 5,000 feet above sea level.
3. Two very high mountains are near the equator.
4. The lakes of Africa are hardly used for trade at all.

TEACHING READING IN THE CONTENT AREAS

READING SKILL: Ability to Distinguish Fact from Opinion

PURPOSE: Students should be trained to read critically, searching the material for factual information as versus opinion of the author.

TECHNIQUES:

1) Select any paragraph from the text used by your students. Write the selection on a ditto and have the students underline the sentence that gives the author's opinion. If the paragraph selected does not contain an opinion, insert one.

Example 1

Directions: Often a person who writes a selection tells how he feels about the subject. Draw a line under each sentence that gives the author's opinion.

A Rain-forest in Latin America

The rain forest has many products that are useful to people in other parts of the world. These products include mahogany and other hardwoods, chiclé for chewing gum and chicona bark from which a medicine called quinine is made. Perhaps there are many other products that are not yet discovered. The products are gathered by Indians and brought to trading posts at Belém or Maaus. It is too bad that there are not better means of selling these products.

2) Select a passage from the text and under it write sentences that might be inferred from reading the selection. Have the student indicate which ones could be the opinion of the author.

Example 2

Directions: Here is another chance for you to decide between facts and the opinions of the author. At the end of the selection are some sentences for you to read. Place an O before each one you think is the opinion of the author.

Making a Living in the Llanos

How do the people make a living in this climate? Cattle raising is very important in the llanos. The land is divided into large cattle ranches or haciendas. The cattle are always on the move. The herds are guarded by cowboys called llaneros. These cattle are raised for their hides and rarely for their meat.

( ) 1. Cattle raising is very important in the llanos.

(O) 2. It would be difficult to raise crops in the llanos of Venezuela.

(O) 3. The cattle from the llanos are not fat and do not make good eating.

(O) 4. It would be very difficult to be a cowboy in the llanos of Venezuela.

3) Again, use a passage from one of the texts used in class. Number each sentence of the selection. Give directions to the students to read the selection carefully to see if they can tell which sentences are opinions of the author. Ask the students to write the numbers of the sentences that are opinions on the line you have provided at the end of the selection.

Example 3

Directions: A fact is a real true happening. An opinion is the belief of the author after he makes a careful study of the problem. Read this selection to see if you can tell which sentences are opinions. Write the numbers of the sentences that are opinions on the line at the end of the selection. Leave spaces so that your numbers can be read easily.

Problems of Land

(1) The savannas are not best lands for growing crops. (2) The soil is poor because the minerals have been washed out by the heavy rains. (3) The people will have to do something to make the soil rich again. (4) However, a number of cash crops are grown in this climate. (5) Perhaps more could be grown in even better soil. (6) Sugar cane is the chief crop of tropical grasslands.

Sentences containing statements of opinion: 3 5

The examples for this unit were modified from selections found in Schwartz, Exploring a Changing World. Globe Book Company, Publisher.

## TEACHING READING IN THE CONTENT AREAS

READING SKILL: Ability to Discriminate Between Crucial & Incidental Facts

PURPOSE: To Distinguish Between Main Ideas and Details

DIRECTIONS: After the selection to be read, you will find a list of some of the ideas that you have read. Some of these are main ideas and some are details. Draw a line under each idea that you think is a main idea.

### A GIRL FOR A CAR

Lerner & Moller: Follett Vocational Reading Series: "John Leveron, Auto Mechanic" Follett Pub. Co., Chicago, 1965

As final exam time came near, John became very nervous. He was worried about history. He studied history every night. George helped him, and Carol reviewed his notes with him. But John still wasn't very confident the day he took the exam.

When he received his grade, he couldn't believe it! He had passed! "Now I can get a job and make some money. No summer school!" He almost shouted as he left the school.

But it wasn't quite that simple. John looked all over the city for a job. Several people promised to call him if they had any openings, but after several weeks he still didn't have a job.

John saw a lot of Carol during the summer. Sometimes they went to the beach, but mostly they just sat outside Carol's house talking. John enjoyed being with Carol. She was so easy to talk to.

When he wasn't with Carol, John was usually at Goldman's Garage watching the men work on cars. When he wasn't too busy, Mr. Goldman let John help with the work. John liked to help because Mr. Goldman explained things when he had spare time.

Toward the end of the summer, John noticed an old car parked behind the garage. "Who does that old crate belong to?" he asked.

"Oh, some guy left it here," Mr. Goldman replied. "It needs a lot of work. Wish I could get rid of it. Would you like to try to fix it up?"

"Would I! Are you kidding?" John could hardly believe his ears.

"It's yours if you can move it off my property!"

The next couple of weeks John spent almost all of his time working on the car. He had to practically tear the whole thing apart and start over. Many of the parts had to be replaced. He was so involved in fixing the old car that the remainder of the summer passed quickly.

John started his junior year eagerly. There were three shop classes. The Engine and Chassis class was largely a repetition of the tenth-year class. Attention was mainly given to making adjustments.

and learning to check parts for damage and wear.

John worked particularly hard in the Auto-Electric class. He didn't know as much about the electrical system of a car as he did about the engine or the chassis, and he was anxious to learn.

One assignment was to check out the wiring system to see why the backup lights didn't work. The first thing John did was to check the bulb. "That's okay," he said to himself. He looked at the connections to the socket and the mounting screws. He knew he would have to clean them if they were rusty. "Everything's in good shape here," he decided.

Next he got the test light. He attached one wire from the test light to the chassis as a "ground." With the other wire, he checked the wiring that led to the backup light switch on the steering post. "Nothing here. It must be the switch itself." It was like a jigsaw puzzle. He had to fit all the pieces together. John was fascinated by the problem, and he did a good job of solving it.

After ten weeks in the Auto-Electric shop, the boys spent ten weeks in the Machine shop. Here they learned the correct methods for handling tools and how to operate equipment to make tools.

John went down to Goldman's Garage almost every night to work on the old car. In the middle of the year, Mr. Goldman permitted John to do odd jobs for him in exchange for the parts he needed for the car.

One Friday night after supper, John went down to the garage. He had a date with Carol at eight o'clock, but he wanted to spend a little time working on the car. It was almost finished.

John became so absorbed in his work that he forgot about his date. At nine thirty he remembered! Without stopping to clean up, he raced to Carol's house.

Carol was waiting outside. "The only reason I waited was to tell you I never want to see you again!" she burst out when she saw John. "If you think more of that old car than you do of me, you can have it. Good-bye!" Carol stormed into the house.

A couple of months ago Carol's outburst would have upset him a lot. Now, John just shrugged his shoulders. He had exchanged a girl for a car. He felt sorry about what happened, but maybe it wasn't such a bad deal!

Number of words in story: 768

1. John passes history.
2. John and Carol get engaged.
3. John has good and bad experiences.
4. John works on an old car at Goldman's Garage.
5. Carol helps John review.
6. George helps John study.
7. Carol is angry when John forgets their date.

## READING IMPROVEMENT IN THE CONTENT AREAS

SKILL: MAKING COMPARISONS

TECHNIQUE: Use a selection from familiar material -- the text or hand-out material. Below the selection should be two columns to fill in comparisons.

EXAMPLE:

AUTOMOBILES

________________________________________
________________________________________
________________________________________
________________________________________

| HOW THE AUTOMOBILES THEN AND NOW ARE ALIKE | HOW THE AUTOMOBILES THEN AND NOW ARE DIFFERENT |
|---|---|
| ____________________ | ____________________ |
| ____________________ | ____________________ |
| ____________________ | ____________________ |
| ____________________ | ____________________ |

## READING IMPROVEMENT IN THE CONTENT AREAS

SKILL: ABILITY TO MAKE AN OUTLINE

TECHNIQUE 1: Directions: An outline is a story in a few words. It helps you to organize your thoughts. Fill in the blanks following the story so that you have the whole story written in a few words.

SELECTION

A. (Topic of the first paragraph)
  1.
  2.
  3.
  4.

B. (Topic of the second paragraph)
  1.
  2.
  3.
  4.

TECHNIQUE 2: Directions to the student: You have already learned that an outline is a plan to help you remember ideas. Each paragraph in this selection gives several important ideas. When you have listed them, you will have an outline of the selection. Each major idea has some minor ideas that help to make the selection complete. Fill in the form under the story to make a good outline.

(Title)

Paragraphs (Probably 3 - 5)

I. Topic sentence (main idea)
  A. (minor idea)
    1. (details)
    2.
    3.
    4.
    5.

## READING IMPROVEMENT IN THE CONTENT AREAS

SKILL: MAKING A SUMMARY

TECHNIQUE 1: Directions: As you read this selection, think of the most important ideas. When you have read a good deal of information on a topic, it is hard to remember all the facts you have read, isn't it? One good way to remember the facts is to make a sentence that tells briefly what the paragraph is about. This is called a summary sentence. An example of a summary sentence is given after the following paragraph:

"When lightning strikes in sand, it does a peculiar thing. The heat melts the little particles of sand. They run together until they make a rock of glass. Sometimes the melted sand makes a long icicle of crystal down in the ground."

Summary Sentence: If lightning strikes sand, the heat melts the sand and forms glass.

Teacher Directions: Select a paragraph from your class text. Underneath the selection write two or three sentences and ask the students to check which is best summary sentence for the paragraph.

It would be best to limit the exercise to two or three paragraphs with two or three sentences for each.

TECHNIQUE 2: Again, provide the students with a paragraph. After reading the selection the students are to write a summary sentence about each paragraph.

### MAKING A SUMMARY

Directions:______________________________

Paragraph

1.______________________________
2.______________________________
3.______________________________

# READING IN THE CONTENT AREA

## WHAT THE CONTENT TEACHER CAN DO:

A. Assessing the Problem (which usually consists of the following:)
   1. various levels of ability
   2. various levels of reading achievement
   3. one textbook has been assigned for class use

B. What Can Be Done
   1. goal: teach content and reading SIMULTANEOUSLY
   2. procedure
      a) estimate levels of ability and achievement
      b) examine lesson or assignment
         1) vocabulary and comprehension
      c) use DRA

C. Estimating Levels of Achievement
   1. standardized tests -- consult either school administrator or head counselor
   2. construct scattergram to analyze teaching strategy
   3. group identification via counseling department

D. Teaching Vocabulary
   1. select words -- key concepts, relative value, competence
   2. pre-teach
   3. reinforce

E. Comprehension
   1. levels
   2. styles of writing
   3. organizational patterns
   4. study guides

F. The DRA (Directed Reading Assignment)
   1. readiness
   2. silent reading
   3. discussion and reading
   4. enrichment and extension

## DIRECTIONS FOR WRITING AN INFORMAL INVENTORY

1. Use 26 - 30 questions
2. Questions should measure particular skills in content area
3. Some general skills to be covered are:
   a) parts of the book (4)
   b) using specialized vocabulary (4)
   c) main ideas
   d) details -- exact meanings
   e) organization of ideas
   f) drawing conclusions; inferences
   g) directions
   h) specific skills
      1) maps, charts, etc.
      2) formulas, equations
   i) using references
   j) application

## A SAMPLE GROUP READING INVENTORY FOR SOCIAL STUDIES

Excerpted from Diagnostic Teaching of Reading by Ruth Strang

DIRECTIONS FOR MAKING A GROUP READING INVENTORY USING THE SOCIAL STUDIES TEXTBOOK:

1. Use 26 to 30 questions.

2. Write questions designed to measure the following reading skills in the proportions as shown below:
   a) using parts of the book (5 questions)
   b) using resource (library) materials (4 questions)
   c) using maps, pictures, charts, etc. (4 questions)
   d) vocabulary (3 questions)
   e) noting the main idea (3 questions)
   f) noting the pertinent supporting details (3 questions)
   g) drawing conclusions (3 questions)
   h) noting the organization of the material (1 question)

3. Choose a reading selection of not more than 3 - 4 pages in length.

4. Have questions of skills -- (d) through (h) -- vocabulary, main ideas, details, conclusions, and organization -- based on the reading selection.

5. Explain to the pupils the purpose of the test, and the reading skills the test is designed to measure. As the test is given, let the pupils know the skill is being measured.

6. Read each question twice.

7. Write the page reference of each question on the blackboard as the question is read.

8. A pupil is considered to be deficient in any of the skills if he gets more than one question in any of the skills wrong. For example, if a pupil gets two vocabulary questions wrong, he will be considered deficient in vocabulary. If he gets only one vocabulary question wrong, he will not be considered deficient.

### TEXTBOOK INVENTORY

Form of Test (Sample)

PARTS OF BOOK
1. On what page would you find the map that shows (name of map). (Tests use of map table found in front of book.)
2, On what page does Chapter ___ begin? What is the title of the unit of which it is a part? (Use of table of contents.)
3. How can the introduction on pages ___ help you in your study? (Shows understanding of unity introduction.)

4. Of what value are the questions, activities, and vocabulary shown on pages ___ to you for understanding of the material of the textbook? (Shows understanding of specific textbook study aids.)
5. In what part of the book would you look to find the page references of this topic? ____ (purpose of index)

USE OF RESOURCES

6. What library aid will tell you the library number of the book ____, so that you would be able to find it on the shelves? (knowledge of function of card catalogue)
7. What is a biography? (Shows knowledge of a type of reference)
8. Name one set of encyclopedias. How are the topics in them arranged? (Shows knowledge of a type of reference material.)
9. Name a library guide that will help you to find a specific magazine article ____. If you were to give a report in class and you knew that most of your information would be in current magazines, what guide would you use that would tell you what magazine to use and what issue of it to use for information on your topic? (Shows knowledge of a type of library guide to research)

USE OF MAPS, CHARTS, ETC.

10. What does the map on page ___ show you? (Shows an understanding of fundamental idea of map)
11. What do the black areas (or some other special feature) shown on the map on page ___ represent? (Shows ability to read information from a map)
12. Turn to page ___. Ask for some specific bit of information that is shown by the chart, for example: "What are the three branches of our Federal Government?" (Shows ability to understand diagrams)
13. Turn to page ___. Ask for interpretation. Example: Picture showing sod house on the prairie: "What is the settler's house made of? Can you tell why that type of building material is used?" (Shows ability to understand and interpret picture)

VOCABULARY

Read pages ____.

14. Define ____ ____ ____.
15. What did "So and So" mean when he said ____ ____? (word or term be defined from the comment must be pointed out to the pupils -- contextual meanings)
16. What is a ________?

NOTING MAIN IDEAS

17. Questions to ask for only the main points of
18. Information -- main ideas of the longer
19. Important paragraphs

NOTING DETAILS

20. Questions to ask for specific bits of
21. Information about the principal characters
22 Or ideas of the material

DRAWING CONCLUSIONS

23. Questions, the answers of which are not completely in the textbook.
24. Questions beginning with "Why," making comparisons, predicting events, usually measure drawing conclusions. Example: "Why did the pioneers brave the dangers to move westward?"
25. Each author follows an outline in writing the information in your textbook. In looking through the chapter (one from which the reading selection was taken) write down the author's first main topic.

or

If you were to outline the material that you have read, what would be the 1-2-3 main topics (headings) of your outline?

## READING SKILLS TO BE DEVELOPED IN THE CONTENT FIELDS

### ARTS:

#### Fine Arts

A. Music
1. Correct reading of words and songs
2. Comprehension of words in the songs
3. Comprehension of musical terms
4. Pleasure reading such as biographies about composers, musicians, conductors
5. Recognition of difference between critical evaluation and description articles
6. Ability to follow directions in musical scores

B. Art
1. Comprehension of technical terms
2. Ability to follow directions for mixing paints, etc.
3. Ability to read and distinguish between art criticism and descriptive material
4. Pleasure reading related to art
5. Ability to summarize or pick out important details to put on a poster or advertisement
6. Appreciation of the written material associated with a cartoon -- the caption

#### Home Arts

A. Homemaking
1. Accurate and detailed reading of recipes, bills, etc.
2. Comprehension of technical terms used in home economics and where necessary the difference between these terms in the layman's vocabulary and that of the home economist
3. Ability to understand instructions regarding the care of household appliances
4. Skimming the household pages in newspapers and magazines to find pertinent material
5. Ability to read advertising claims critically
6. Ability to read charts and graphs, mathematical concepts

#### Industrial Arts

1. Ability to read explanations and instructions
2. Ability to read and understand safety rules in shops, factories
3. Comprehension of technical terms used in industrial arts
4. Ability to read about new appliances
5. Ability to understand designs
6. Development of an interest in labor problems and industrial relations
7. Ability to read and complete forms necessary for admission to union membership

## Mathematics

1. Ability to understand and use symbols and equations
2. Ability to use the expressions showing mathematical relationships
3. Ability to generalize from the mathematical concepts developed
4. Ability to read figures or diagrams, to identify parts and see the relationship between each.
5. Ability to understand and explain the difference between terms having both a mathematical and more general use in our language
6. Ability to grasp the problem as a whole
7. Ability to recognize the question
8. Ability to segregate facts given and relate these to the solution of the problem

## Literature

1. Ability to make comparisons of characters
2. Ability to identify qualities through action
3. Recognition of tone or atmosphere of the selection
4. Ability to draw inferences
5. Ability to evaluate character
6. Ability to recognize stereotypes
7. Ability to recognize the author's point of view and the values an author reflects in a selection
8. An understanding of how to read different types of literature
9. Recognition of personal satisfaction to be gained from selection
10. Recognition of characteristics of author's style
11. Recognition of kinds of words, symbols the author uses
12. Recognition of figures of speech
13. Awareness of different levels of appreciation in reading literature such as diversion, identification, human experience, and awareness of form and function of the selection
14. Ability to interpret material

## Social Science

1. Awareness of organization of text-- commonly detailed information in historical sequence
2. Awareness of cause and effect relationships -- most frequently needed skill
3. Ability to grasp main ideas and separate these from details
4. Ability to grasp sequence of events
5. Ability to grasp significance of dates
6. Ability to organize and outline
7. Ability to discriminate fact from opinion
8. Ability to gain accurate information from maps, graphs, charts, and diagrams, pictures and relate these to other sources of information

9. Ability to recognize propaganda
10. Ability to understand and use key words and concepts found in social studies
11. Ability to apply what is read to current problems of the individual and society
12. Ability to search for facts, to scan, and to preview

Science

1. Comprehension of the technical vocabulary
2. Comprehension of the concepts of science and their importance to our daily lives
3. The ability to read symbols and formulas
4. Ability to follow directions for experiments
5. Ability to recognize pseudo-scientific claims in advertisements
6. Ability to determine relevant data in a problem-solving situation
7. Pleasure reading related to science
8. Ability to distinguish the scientific article from the pseudo-scientific in current magazines
9. Ability to recognize different forms of writing within a chapter such as an explanation, or directions

Physical Education

1. Comprehension of the technical vocabulary associated with the several sports
2. Ability to recognize the cliches used in material found on the sports page
3. Ability to understand diagrams as a means of explanation
4. Pleasure reading devoted to athletics
5. Ability to read rules and regulations for the several sports

Foreign Language

1. Ability to appreciate idiomatic expressions from a foreign language
2. Ability to understand and to apply explanations and examples related to the construction of a foreign language
3. Ability to translate and to recognize vocabulary from another language
4. Ability to do some pleasure reading in a foreign language

Business

1. Ability to understand and use the technical concepts and generalizations required in business
2. Ability to read graphs, charts, tables, etc., showing business trends
3. Ability to do careful proofreading

4. Ability to read directions for operating machines
5. Ability to relate the concepts of business to the practical aspects of living

## I'D LIKE TO HELP, BUT...

## EVERY TEACHER TEACHES READING IF YOU:

1. Teach the class how to use the textbooks in your class by discussing the title, table of contents, subject headings, and the index. This activity might take place at the time the textbooks are issued; there usually is time remaining during this period.
2. During study portions of your class, observe which students are having difficulty with the material because of reading problems: material less than 12 inches away from the eyes; lips moving while reading silently; finger used as a pointer; eyes going back over the same line.
3. Build a vocabulary booklet for your subject.
4. Use guide questions to direct understanding of the subject matter in assigned readings.
5. Require students to follow written directions.
6. Provide directions in each assignment to show whether you expect skimming, scanning or reading critically.
7. Ask students to summarize what they have read. This summary may be oral or written.
8. Practice outlining material read. Place the outline on the overhead or blackboard and check the material to see that items of importance have been selected.
9. Use the dictionary in class and teach its relationship to your subject matter.
10. Plan for use of the library. Provide students with a written assignment (on a ditto) to take with them to the library, or check with the librarian as to the nature and purpose of your assignment before the students go to the library.
11. Teach use of reference materials (indexes, guides, card catalogs, encyclopedias, dictionaries, atlases, Reader's Guide) in context with your subject area. The librarian could be invited to the classroom to do this.
12. Provide two articles of contrasting style and information. Ask students to read both articles and write a paragraph in which they contrast and compare them.
13. Provide a list of current literature (fiction or trade magazines or newspaper articles) about your subject for leisure-time reading.

14. Teach your class to read whatever is native to your subject (a recipe, a pattern, a football chart, a blueprint, a map, a graph, musical symbols or the format of your packet.

15. Teach your class to look for phrases which produce bias and propaganda.

16. Teach your students to respect the methods of scholarly research, documentation and verification of facts.

17. Provide bulletin board space for students to share wide readings of periodical clippings and cartoons that pertain to the content field.

* * * * * * * * * *

## WHAT DO YOU MEAN, "READING IN THE CONTENT AREAS"?

## IMPROVING SECONDARY READING THROUGH THE CONTENT SUBJECTS

— J. Allen Figurel, editor, Reading As An Intellectual Activity
Scholastic Magazines, New York, 1963 pp. 66-69

In the recent past, many secondary teachers brushed off the responsibility for improving the reading abilities of their students with the comment, "I have too much subject matter to teach; I don't have time to teach reading." Despite our increased knowledge and, consequently, the need to read with understanding, the wise teacher today concludes, "There is so much for my students to learn, I can't afford *not* to teach reading."

### BOOK SELECTION. TRY THIS BEFORE ORDERING.

Evaluation -- We initially direct our reading instruction to the needs of our students and subsequently determine the effectiveness of our techniques through systematic evaluation of their reading abilities. One relatively simple evaluation technique is a diagnostic open book examination. Have your students summarize a brief section of the book with the book open. Then have them turn to another section and relate the information given there to something else, for example, to their own lives. Last, designate several words in the text and have them give definitions for those words which are appropriate for the context in which the words are found.

This procedure will help you determine whether your students can adequately handle the basic text for your course. It will not, however, tell you the level of material which will be appropriate if the text is too difficult. To answer the latter question, construct a series of short paragraphs dealing with the content in your area. These should range from simple to difficult and should include a set of questions for each paragraph. If you will select these directly from content books of varying difficulty levels, you can quickly obtain an estimate of the specific reading materials that you should use with those students who cannot use the grade-level text.

## HOW TO TEACH THE VOCABULARY OF YOUR COURSE

Vocabulary -- Your evaluation should provide information about your students which will not only guide your selection of appropriate reading materials but will direct you to the most profitable areas for reading instruction. In most cases, vocabulary will be one of these areas.

The vocabulary problems that a student will most likely encounter in his reading fall into two general categories. First are those words for which the student would have meaning if he heard them but which are unfamiliar to him in print. For example, if someone read the word catastrophe to him in context, he might have understanding of it, but, if he sees it for the first time in print he may not have an immediate association between the symbols and the sound he knows as catastrophe.

The second category includes the more common vocabulary problems -- meaning difficulties. In some cases, these involve words for which the student has built a symbol-meaning association but now he meets the word in a new context with a special, unknown meaning. For example, he may know that motion has to do with something changing place and that letters are alphabetic characters. Then, suddenly, he is called upon to understand the sentence, "The motion is carried," or "He was a man of letters." In such cases, he has to develop additional meanings for words that he already thought he knew.

In other cases, these meaning difficulties involve words which are new in both meaning and pronunciation. For example, the first time he comes to the words archipelago or neutrons in his reading, he may have no meaning even when someone provides the correct pronunciations.

Students should first receive direct instruction in understanding these types of vocabulary difficulties. For example, say to them, "In this text you may have two kinds of difficulties with the words that you meet." Then discuss the above points with them together with many specific examples selected from your text.

Once the student clearly understands the kinds of vocabulary problems that he may encounter, how can you help him resolve those problems? The final arbitration, of course, rests with the dictionary, but high school students need direct instruction with other aids which precede dictionary use. One of the most important of these is the use of context clues.

Start by asking him, "In what three ways do you use context clues to help you with vocabulary?" They should know, or you should help them to understand, these ways. First, they use context clues to determine the pronunciation of certain words such as wind and separate. Second, they use context clues to help determine what a word might be when that word is in their meaning vocabulary but not in their sight vocabulary. In the sentence, "The drowning man was pulled to the beach and given artificial respiration," context clues can help them with the word respiration in this familiar expression. Third, they use context clues with words which are not immediately recognizable in print and for which they would have no meaning even if they knew the correct pronunciation. In the sentence, "The butterwort is found generally in the southeastern United States," the word butterwort may be completely unknown to them both in sight and sound. Here they look for clues in the remainder of their material which will help them understand the meaning of the term and the correct pronunciation may not be essential.

In addition to context clues, you may have to provide some work in letter - sound associations for your students. This, obviously, is of no value unless the word is in their listening vocabulary. Making the correct letter - sound association and achieving the correct pronunciation of butterwort does not help unless we have meaning associated with that pronunciation once we have made it.

The abilities to utilize a dictionary, use context clues, and make appropriate letter - sound associations will all help your students in their independent reading. In addition, assistance with specific words which are most important to your content will increase their mastery of the content. This four-step process should occupy a few minutes from each class period.

First, select from your text the important words which you believe may cause difficulty. Supplement your list with words that your students select as they skim sections of the material looking for words which are not immediately recognizable to them.

Second, develop and fix the association between the printed symbol for the word and its sound. Write the word on the board in context and determine the pronunciation with the students. To fix it, have the students say the word orally and, when necessary, write it several times.

Third, develop meaning for this term as concretely as possible. This may involve an experiment that they perform or it may involve the use of such visual aids as movies, filmstrips and still pictures. Discussion may be of some value in developing this meaning, but it should be in the most concrete terms that you can creatively devise.

Fourth, to make this word their permanent possession, have frequent, brief reviews. For example, it takes no more than two minutes of your class time to have your students review five words each day. Place these words on the board, pronounce, define and use them in sentences with your students.

Purpose -- After vocabulary, the greatest blocks to effective content reading are difficulties associated with purpose -- student purpose for effective reading.

When our instruction centers around the content of a single text, the student needs direct help in establishing purpose in relation to that text. For exemple, it is never appropriate to tell a student merely to read a certain chapter. We must help him set his purpose for reading. If we want him to draw general conclusions from the material, then we must indicate this purpose before he reads it, preferably by giving him or helping devise questions that require general conclusions. If we want him to read the material for certain kinds of specific details, once again we should point out this purpose and direct him toward those details.

Our two best approaches to purpose with students are through comprehension and rate. We can help them set comprehension in terms of purpose by devoting at least the first one or two class sessions to a general overview of the text or materials. Help students understand its general organization, the unit arrangements, chapter subdivisions, and section and paragraph headings in terms of the purposes they will have as they study the text.

## SURVEY -- QUESTION -- READ -- RECITE -- REVIEW

This is an appropriate time to reinforce or introduce students to the "Survey -- Question -- Read -- Recite -- Review" system of study which has demonstrated effectiveness for many years. A survey of college freshmen, most of whom are unfamiliar with this technique, indicates that many complete high school without ever being introduced to it. A short book designed for use by the high school student, Francis Robinson's Effective Reading which was published by Harper and Row in 1961, is an excellent way to become acquainted with this invaluable study technique which you may, in turn, use with your students.

When you want students to read for the purpose of retaining important general information, one effective technique involves outlining. Here, however, you may have to block off some habits which students have previously developed. The type of outlining which students frequently learn involving main headings, subheadings, sub-sub-headings and so on into minute infinity is a most inefficient way to study a single text for general information. Help your students by insisting that one page of major headings and sub-headings per chapter is enough. Then give them practice in doing this outlining with the book closed after they have finished reading a chapter.

When the student's purpose is to get a more detailed understanding of the content, other procedures are more efficient. One frequently used technique involves summarizing a brief paragraph or paragraph section by having students try to reword the most important details into a brief telegram. Another is to have students select the main thought of a paragraph and then list, in their own words, all of the facts or details which the author uses to support or elaborate on his main thought. Still a third technique is to have the students reword the paragraph into a formula where idea plus idea plus idea equals main thought.

The second approach to purpose with students is through study and practice in rate flexibility. Few students are mature enough in the elementary grades to develop adequately an understanding of rate flexibility. Some have had a little help in increasing their words per minute in silent reading, but this falls short of the ability which we should expect the average high school student to attain.

Discuss rate flexibility with them in terms of their own, individual competencies. You may do this concretely through simple, teacher-made exercises which help you evaluate them and help them evaluate their own levels. Duplicate three paragraphs which have been written for students at the fifth, eighth, and eleventh grade levels. Have them read each of these paragraphs for the major ideas and have them time themselves on each as they read. A comparison of each person's time for each paragraph can graphically show his ability to vary rate according to the difficulty of the material.

Additional paragraphs should be used to help them understand rate flexibility according to purpose. Provide two paragraphs of comparable length and difficulty. Have the students read the first to answer general questions and the second to answer questions of detail. Comparing their words per minute on the two paragraphs and their per cent of comprehension on the two kinds of questions will concretely show them their rate flexibility according to purpose.

You can provide activities which will give them practice in varying rate in almost all of the reading assignments that you give. When you make a reading assignment and help set purpose with questions before they read, remind them that they are to read for general ideas and they should read at a rapid rate or that they are to read for details and they should read at a more careful rate.

Concretely show them their progress by individual charts which graphically portray words per minute and percent of comprehension. Each student should keep his own chart and, at least once each week, have timed practice which permits comparison with his previous rate levels.

CONCLUSION:

The concrete value of reading instruction correlated with the content areas has been amply demonstrated. Your students will not only increase in reading efficiency, they will learn more in your content area when you provide reading instruction in that area.

Evaluating their reading abilities and providing direct teaching in vocabulary and reading with purpose will help them attain their highest learning levels.

# CONSTRUCTING TESTS

From GUIDE TO EFFICIENT READING by Thomas Pickett, Efficient Reading
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## HOW TO WRITE CRITICAL READING QUESTIONS

INTRODUCTION:

Today many students are approaching their courses with the teacher and student writing together the objectives of a course and writing the questions for the learning experience expected. Thus, students need to learn how to write critical reading questions and how to pre-read their textbooks if they are using a pre-reading method.

Some teachers approach tests by having students write questions instead of answering them. During the normal test period the student writes questions about the material he has read. Part I is the techniques and Part II is an example of the kinds of critical reading questions students can think through and may even write during the test period or during the planning period of the inquiry approach to social science.

### Part I -- MAKING ACHIEVEMENT TESTS

I. Objectives: The first step in constructing a test is to define what processes or activities are to be measured. What is a person expected to know? What allocation of test items are to be made to represent course or area objectives?

A. Common Faults in Preparing Course Objectives:

1. Objective cannot be achieved or measured within course unit
2. Objective is unobservable (i.e.: love of democracy)
3. Objective bears little meaningfulness to other course content
4. Objective implies a process different from one that is taught (i.e.: use of objective of "appreciation" or "understanding" when ability to "know," "recall," or "recognize" is taught)
5. Objective may be inappropriate for level of instruction.

B. Tests made without a "Blueprint" of objectives often cover mainly the most testable topics; also there tend to be many simple factual items and few items that call for generalization or application of principles.

II. Test Items: The two general types of items (essay and objective-type) each have their advantages and limitations. Neither kind is completely satisfactory. Types of items should be used in situations which maximize their advantages.

A. Essay Item Advantages

1. Requires ability to produce (to organize) an answer. Measures ability to select or to create patterns of ideas. (Evaluate parts of the total.)

B. Essay Item Disadvantages

1. Answer is in student's handwriting. Handwriting quality and expression may pass for knowledge of subject.

2. Small number of questions. Tends to measure small sample of objectives taught.
3. Subjective scoring on answers processing many degrees of correctness.

C. Objective-type Item Advantages

1. Large representative sample of areas taught are measured.
2. Scoring more reliable and fair.
3. Can efficiently measure most types of learning except for ability to organize and synthesize material. (Can measure ability to see relationships.)

D. Objective-type Item Disadvantages

1. Often only "recognition" skills are emphasized.
2. Easy to guess on many types of items.

III. How do you write essay test questions? How can you improve essay tests?

A. Have in mind the processes that you want measured.

B. Start questions with words such as "compare," "contrast," "explain why." Don't use "What," "who," "when," or "list." (These latter types of things are better measured with objective type items.)

C. Write item so as to define answer area as clearly as possible.

D. Don't have too many items for the time available as suggested by teacher.

IV. How do you write objective-type questions?

A. General

1. Keep reading difficulty of test items low.
2. Do not lift a statement verbatim from a textbook.
3. If an item represents a particular opinion, identify the author of the opinion. Why does Freud believe...?
4. Don't provide clues in one item for answers to other items.
5. Avoid interdependent items in which the answer to one item is necessary to work on the next question.
6. Let occurrence of correct responses fall in a random-type pattern.
7. Avoid trick questions.
8. Avoid ambiguity.
9. Avoid items dealing with trivia.
10. Don't mix objective-type items with essay items in the same test.

B. True-False Items: They can measure specific facts, and they can test definitions of terms fairly well.

1. Be sure statement is unequivocally true or false.
2. Beware of specific determiners which give cues such as "all" or "never."
3. Beware of indefinite terms of degree or amount such as "in most cases" and "great."
4. Beware of negative statements and double negatives.
5. Beware of more than one idea in the same statement, especially if both are not equally true or false.
6. Beware of giving cues to an answer by length of the item.

C. Multiple-Choice Items: This is often the most effective of the objective-type items. They can measure information, vocabulary, application of principles, understanding, etc. They can measure almost anything but ability to organize and to present material.

1. Stem of item should clearly formulate a problem.
2. Include as much of the item as possible in the stem.
3. Don't load stem down with irrelevant material.
4. Be sure there is only one clearly best answer.
5. Items to measure insight should be put into novel terms rather than in terms used in a textbook or discussion.
6. Beware of answers that give cues because they sound like the question.
7. Beware of irrelevant grammatical cues.

D. Completion and Short Answer Items: These are variations of the same thing. They are suitable for testing knowledge of dates, vocabulary, etc. Numerical problems are short answer items.

1. Don't leave too many blanks in a statement.
2. It is better to put blanks at the end rather than at the beginning of an item.
3. Beware of indefinite items. (Many answers could be correct.)
4. Omit only key words for completion items. Don't test for common words (i.e., the show starts at 2 P.M.).
5. In numerical problems, indicate type of units in which answer is to be expressed, if it doesn't give cues to the answer.

E. Matching Items: This is a form of the multiple-choice item. It is efficient for measuring associations of names, dates, etc. Also, such items can be used to label charts, pictures, etc.

1. Possible answers should be of a homogeneous nature (i.e., all dates, names, etc.)
2. Number of answer choices should be greater than the number of problems.
3. Keep the sets of answers short and make more questions rather than have one question with many answers.
4. Put answers in logical order (chronological, alphabetical) if one exists.
5. Put in directions whether answers may be used more than once and specify the basis for matching.

## SPECIFIC TECHNIQUES OF ESSAY EXAMINATIONS
## ANALYSIS OF QUESTION METHOD

SPECIFICATIONS: Bear in mind that the purpose of an examination is not simply to test your memory but, what is more important, to test your ability to muster facts and opinions in defense of a thesis or central idea. Make a compact unity of your answer to a given question. Avoid incomplete sentences, ellipses, and abbreviations. Make sure you understand exactly what is expected of you.

ANALYSIS: Determine what kind of answer your instructor expects of you. Pay special attention to the phrasing of the question:

Identify requires a simple answer to such questions as who? what? when? where? why? and how? Be sure to include any identifying features which will reflect your knowledge and understanding.

Define requires a brief statement which classifies and differentiates. An extended definition may be clarified and supported by examples, analogy, contrast and comparison.

Explain requires a concise statement of the function, operation, or makeup of something specified. Words coupled with explanations may give clues to appropriate methods of development: explain how, explain why, explain uses, etc.

Analyze requires the breaking down of a whole into its essential elements or functional units. Employ a single method of analysis and keep your thoughts and statements parallel by listing them in sequence or numbering them. Explain each part of the analysis whole if required.

Enumerate requires a listing of items in proper sequence. The most important thing to remember in this type of question is parallel form and structure.

Compare usually requires a listing of similarities and differences.

Contrast designates differences alone. Two methods of procedure are suggested: (a) Write a single paragraph in which you compare analyzed features, traits, aspects of two or more subjects; (b) Write two paragraphs, one devoted to each of the things being compared.

Discuss or criticize requires an evaluation of the merits or demerits of the subject in question. Write a well-rounded statement of your opinion, basing your judgment on standards recognized by you and your instructor.

Summarize requires a summary or precis of many facts and details related to the subject. Pick out the most essential items to be included and take care to make every word count. Don't indulge in a lot of useless repetition.

ORGANIZATION AND DEVELOPMENT: Use the same procedure for an examination question that you would for a simple paragraph. Focus your attention on a central thesis, employing the same language used in the question (note key terms), and proceed to develop the thesis. The answer to any question should contain the main idea and supporting details.

STYLE AND TONE: Use a direct, sincere, simple, and unassuming style of writing. Humor and pretension will probably annoy rather than impress your instructor. Avoid padding the paper with superfluous language on the false assumption that the more you write the better grade you will receive. If the subject matter is one which has a technical or special vocabulary, make intelligent use of such vocabulary, but don't employ a word unless you know what it means.

## Part II -- EXAMPLES OF CRITICAL READING QUESTIONS

## (U.S. History 1607-1787)

1. Describe the founding of each of the colonies, in terms of motivation, personnel, type of organization, and major events.
2. Compare and contrast the New England and Southern colonies according to organization, religion, education, economic development and government.
3. Outline the steps in the progression from a group of separate and uncooperative colonies to the degree of unity achieved under the Articles of Confederation.
4. Describe the early indications of a democratic spirit in the colonies.
5. Discuss the long-range and immediate causes of the Revolution.
6. Defend or refute the statement: "The American Revolution was inevitable."
7. Discuss the significance of the frontier in colonial America.
8. What is the significance of the year 1763 in U.S. History? Compare the colonial situation before and after that year.
9. Analyze the factors which were responsible for the origin and growth of sectional attitudes in the colonies.
10. Discuss the merits and demerits of government under the Articles of Confederation.

11. Compare how the geographic factors influenced the colonies.
12. Criticize the colonial reaction to British economic and political measures. Did the colonies have a cause for revolution?
13. Describe the work of the radicals in promoting a revolutionary spirit in the colonies.
14. Compare the contributions of military leaders and diplomats to the American victory in the Revolution.
15. Discuss the work of the four men whom you regard as having played the most important part in the development of the U.S. between 1607 and 1787.

Suggested Assignment: Each student will write a set of critical reading questions based on a chapter of a textbook. Class discussion will follow.

## NOVEL ANALYSIS -- (QUESTIONING)

## BASIC QUESTIONS TO BE ASKED OF MOST NOVELS

Expectations:
Does the title of the novel have any particular significance? Does the novel contain an epigraph? Of what probable significance? What is revealed by the first page or two of the novel?

Background:
Describe the particular world (milieu, social strata, etc.) created by the author. Does the "reality" of this world tend toward the naturalistic or the fantastic?

Characterization:
What do you know about the main characters: dominant characteristics, their concerns and motivations, etc.? How are the characters revealed: as "flat" or "round", as universal types, as unique individuals, as caricatures? Are the characters arranged into any significant groups or categories? What function do the minor characters have in the novel? What character relationships exist in the novel? What is revealed by these relationships? Do the names of the characters have any special significance?

Narration:
What are the key conflicts within the novel? What is the course of development of the major conflicts? What is the nature of the resolution, if any? Are most scenes rendered dramatically? Does the novel contain much non-dramatic, purely expository material? For what purpose?

Structure:
Is the structure of the work unique in any way? Is the work divided into clearly discernible parts? What is the purpose or effect of such division?

Unity:
Does the total work have an artistic unity? Is every part of the novel, i.e., scenes, episodes, characters, expository comment,

etc., organic or essential to the work as a whole?

Techniques:

Is there a dominant or prevailing tone to the work? Whose "Voice" tells us the story; i.e., what is the point of view? Why was this particular point of view chosen? Is there a shift in the point of view anywhere in the story? Does the style of the novelist have any unique or immediately recognizable characteristics?

Symbolism:

What elements -- specific images, etc. -- have been used symbolically in the novel? Has this use been imaginative or mechanical? How has the symbolism extended or deepened the meaning of the novel?

Theme:

What are the underlying meanings in the work? Are the author's personal attitudes and beliefs apparent? What statement is the author making about such large questions as the nature of the relationship of man to society, man to his God?

# BOOK REPORTS

## SUGGESTIONS FOR PREPARING ORAL BOOK REPORTS

As a reviewer, you are faced with the problem of what to say in the few minutes alloted to you. The heart of any review is your opinion of the book. Your listeners want to know whether your estimate is favorable or unfavorable and your reasons for feeling as you do. They want to know whether they ought to read it.

It is not enough to say, "I enjoyed the book immensely" or "This was one of the dullest books I've ever read." Explain why. Was it because of the characterization or the plot? Or was it a combination of several reasons?

If possible, illustrate your report, using book jackets, photographs, or pictures from magazines and newspapers. The illustrations may be used to describe the author or to show the setting, the characters, an incident, or the costumes of the period.

### FICTION:

Tell only enough of the story to give your audience an idea of what it is about. Arouse interest -- but do not give the whole story away. The topics that follow may suggest others. Select for your report only those about which you can speak most knowingly.

### THE PLOT:

(1) Talk about one or two incidents of suspense. If possible, select incidents that reveal character.

(2) Do you know of any other books that deal with a similar problem or locale? How do they compare with the book you are reviewing?

(3) Point out the differences between the printed and motion-picture versions.

### THE CHARACTERIZATION:

(1) Describe the main characters. Are the plot's complications caused by their faults or virtues?

(2) Do the characters successfully cope with the problems facing them? If not, why?

(3) Has the book given you a better understanding of people? How?

### THE STYLE:

(1) Describe the author's style. Is it easy to read? humorous? leisurely? rapid-fire? weighty? involved?

(2) Read a brief selection aloud to give your listeners a taste of the style.

(3) Is the dialogue realistic? stilted? lively?

### THE AUTHOR:

(1) Give a brief biographical sketch of the author and a short description of the times in which he lived. To what extent are the author's own experiences and the problems of his times reflected in the book?

(2) Name other books by the same author.

(3) Why did the author write the book?

THE THEME:

(1) What problem does the author raise for our consideration? What is his viewpoint on the problem? (George Eliot, for example, in Silas Marner showed that love was more important than money. Dickens used his novels to point out some of the social evils of his time. Sinclair Lewis in Main Street and Babbitt attacked the shallow culture of many Americans.)

(2) Do you agree or disagree with the author's outlook?

(3) Compare the book with other books dealing with a similar theme.

YOUR ESTIMATE:

(1) What is your judgment of the book? Give specific reasons.

(2) Would your listeners like to read the book? Why?

NONFICTION:

In addition to including some of the topics suggested above, you will want to consider the following questions on content for a report on a nonfiction book.

(1) What useful information have you learned from reading the book?

(2) What subjects should the author have included? Omitted?

(3) Were the explanations clear? Informative? Interesting? Complete?

(4) Describe some event in the book (a scientific discovery or invention, for example.)

BIOGRAPHY AND AUTOBIOGRAPHY:

Here are some guideposts to help you when you report on a biography or autobiography:

(1) What are the main events in the life of the subject?

(2) What are the major contributions?

(3) Select one or two incidents that lend themselves to storytelling.

(4) What is the subject's claim to greatness? What are his weaknesses?

(5) Give some details that make the subject a living personality worthy of your interest.

(6) If the book is a biography, do you think the author's knowledge of his subject was complete and his attitude impartial?

(7) Compare the book with other biographies about the same person.

## ESSAYS:

Special topics to be considered in reporting on a book of essays:

(1) Does the author give factual information without introducing his personal opinions, or does he present an idea with the purpose of giving his own views?

(2) Are the essays serious or informal?

(3) Are the author's ideas new to you? What are some of his most interesting ideas?

(4) Which are the best essays in your estimation? Why? Read excerpts to show what you mean.

(5) How is the author's personality reflected in his writing?

## POETRY:

For a report on a collection of poetry, consider these questions:

(1) What is the plan of the book? Is it divided into sections dealing with family, friendship, love, fantasy, and so on?

(2) Read lines that especially appeal to you, either for poetic effect or for the idea expressed.

(3) What are some of the unusual or particularly pleasing forms of the poems?

(4) What, if any, references to the poet's personal life appear in the poems?

## TRAVEL:

Books on visits to foreign countries suggest special topics to be included in a report.

(1) What countries did the author visit?

(2) What are some of his interesting observations on people and places?

(3) Which of the countries he describes would you like to visit? Why?

(4) Contrast some foreign customs with your own.

(5) Does the book promote better understanding between the people of different nations? If so, in what ways?

## SPECIAL TYPES OF ORAL BOOK REPORTS:

Your class may prefer one of the following interesting and novel types of book review. You could add more zest to your report.

## MOTION-PICTURE REVIEW:

Imagine that a Hollywood motion-picture company contemplates filming a book that you have read. The company asks your advice.

(1) Would the story make a good picture? Why?

(2) What actors and actresses would you recommend to play the various roles? Why?

(3) What changes should be made in the script? What incidents should be omitted? Included? Should the ending remain as the author wrote it? Why?

(4) What scenes would present difficulties to the cameraman? Why?

(5) In your judgment is the motion picture likely to be better than the book? Why?

### SALESMANSHIP REVIEW:

As a book salesman, your job is to sell the book you have. Deliver a sales talk to your classmates. Prove to them that they are bound to enjoy the book by telling something about the setting, the climax, or the characters. If you can quote what competent critics have said about the book, your case will be strengthened.

### LIBRARY REVIEW:

Your school librarian has only a small budget for the purchase of new books. She is undecided whether or not to add to the library the new book you have just read. She inquires whether it is the kind of book that young people will like. Give your reply, and your reasons for it.

### WHAT'S MY NAME?

This kind of review is suitable for biographies and autobiographies. Pretend that you are the subject of the book. Tell six important facts about yourself. Arrange them in a descending order of difficulty, the most difficult for the class to guess first and the least difficult last.

Announce your first bit of biographical information and give the members of the class a chance to guess who you are. If they fail, announce the second item and so on until the end.

Before resuming your seat, evaluate the biography or autobiography you have read. Would you recommend it?

Books dealing with travel and exploration can also be reviewed in this manner. In place of biographical data, substitute facts about a country or place.

### WHAT BOOK HAVE I READ?

Relate the plot of a book without announcing the title. At the conclusion of your narrative ask, "What book have I read?"

Your account of the plot should be accurate and reasonably complete, but do not make it so easy that the class will guess the title right away. Do not reveal the ending, of course. In any case, no guesses are permitted until you have finished.

### RADIO BROADCAST:

Standing before a real or imaginary microphone, broadcast a description from a book as if it were happening at the very moment. For instance, give an eye-witness account of the execution of Sydney Carton, (A Tale of Two Cities), or the chariot race from Ben Hur.

INFORMATION, PLEASE:

When the entire class has read the same book, you can employ this type of review successfully. Every student submits, in writing, six questions based on the book. A class committee sifts the questions to eliminate those which are unsuitable because they are repetitious, too difficult, or too easy. On the day appointed, the committee reads the questions aloud, and the other members of the class try to answer them.

THE QUESTION BOX:

Each student submits three questions that could apply to any books, each question on a separate slip of paper. For instance:

1. What are some of the memorable incidents in the book?
2. For what personality traits are the main characters remembered?
3. How did the book give you a better understanding of human nature?
4. If you met the author, what questions would you like to ask him?
5. Was the book difficult or easy to read? Why?
6. If you were the main character, would you act in the same way?

The questions are placed in a box or carton. On book report day, the chairman calls on a student to give his report. When he finishes, he draws three questions from the box and answers them.

PROBLEM REVIEW:

A stimulating class discussion can result from book reports centered around problems of general interest. You may, for example, state briefly two problems which faced the central character of the book you read and explain how he tried to solve each of these problems.

Or you may use the book as a springboard for the discussion of problems related to it. For instance, a class that had read A Tale of Two Cities had a lively time discussing such problems as "How far should friendship extend?" and "Am I my brother's keeper?" Another class, which had read widely about college, discussed "Is a small college preferable to a large university?" Still another, which had read books of a scientific nature, discussed the question "What are the major problems facing scientists today?"

Notice that in each case the class discussion revolved around a problem growing out of the book rather than about the merit of the book itself.

COURT OF HUMAN RELATIONS:

Pretend that you are a character in a book you have read. Describe a problem that confronts you and ask for advice. For instance:

"I was an officer on a steamer which was taking 800 through the Red Sea. Our ship hit a derelict and began to sink. I escaped with the other officers in a lifeboat, leaving the pilgrims to drown.

Strangely, the ship did not sink and was later towed into port. A court stripped me of my license.

In disgrace, I began to wander from port to port in Malay Archipelago, finally settling among the natives of Patusan. They trusted me completely.

Some disreputable white men came to Patusan. On my promise that they would do no harm, the chief let them go free. They violated my trust by killing the chief's son, my best friend.

What can I do to atone for my cowardice and make good my pledged word?"

Two judges selected by the class offer advice. When they have spoken, the members of the jury -- that is, the rest of the class, may also advise you. After listening to all the advice, describe the solution offered in the book.

# PROFESSIONAL

# GROWTH

## HOW CAN I LEARN MORE ABOUT TEACHING READING?

### Professional Materials Available to Oak Grove Staff For Use in Learning More About Reading Instruction

These materials, the mojority of which are from the International Reading Association, Newark, Delaware, may be checked out from the Oak Grove High School Library.

Berger, Allen - SPEED READING - IRA, 1967

Dawson, Mildred A. - DEVELOPING HIGH SCHOOL READING PROGRAMS - IRA, 1967

Eller, William, & Wolf, Judith G. - CRITICAL READING: A BROADER VIEW - IRA, 1969

Fay, Leo - READING IN THE CONTENT FIELDS - IRA, 1969

Herber, Harold L. - DEVELOPING STUDY SKILLS IN SECONDARY SCHOOLS - IRA, 1969

Hill, Walter - HIGH SCHOOL READING PROGRAMS - IRA, 1965

Hunt, Lyman C., Jr. - THE INDIVIDUALIZED READING PROGRAM - IRA, 1967

Kress, Roy A., & Johnson, Marjorie S. - PROVIDING CLINICAL SERVICES IN READING - IRA, 1966

A NEW LOOK AT READING IN THE SOCIAL STUDIES

Ramsey, Wallace Z. - ORGANIZING FOR INDIVIDUAL DIFFERENCES - IRA, 1968

Rauch, Comp. - HANDBOOK FOR THE VOLUNTEER TUTOR

READING INSTRUCTION IN SECONDARY SCHOOLS - IRA, 1969

Riggs, Corinne - BIBLIOTHERAPY

Robinson, Alan H. - CORRECTIVE READING IN THE HIGH SCHOOL CLASSROOM - IRA, 1968

Smith, Carl B. - ESTABLISHING CENTRAL READING CLINICS: THE ADMINISTRATOR'S ROLE - IRA, 1969

Smith, Carl B. - TREATING READING DISABILITIES: THE SPECIALIST'S ROLE - IRA, 1969

Smith, Nila Banton - AMERICAN READING INSTRUCTION - IRA, 1970

SOURCES OF GOOD BOOKS FOR POOR READERS

Spache, George D. - CLASSROOM ORGANIZATION FOR READING INSTRUCTION - IRA, 1965

Spitzer, Lillian K. - LANGUAGE EXPERIENCE APPROACH TO READING INSTRUCTION - IRA, 1967

Strang, Ruth - READING DIAGNOSIS AND REMEDIATION

Viox, Ruth G. - EVALUATING READING AND STUDY SKILLS IN THE SECONDARY CLASSROOM - IRA, 1968

## PROFESSIONAL RESOURCES

Deschant, Emerald. Diagnosis and Remediation of Reading Disability. Parker Publishing Company, Inc. Ch. 6 -- "Meeting Individual Needs"

Herber, H. Success With Words. Scholastic Book Services.

Karlin, Robert. Teaching Reading in High School. Bobbs-Merrill.
Ch. 11 -- "The Interest to Read" (pp. 210-227)
Ch. 2 -- "Possible Causes of Reading Difficulties"

Marksheffel, Ned. Better Reading in the Secondary School. Ronald Press

Massey, W. and V. Moore. Helping High School Students Read Better. Holt, Rinehart and Winston.
Ch. 3 -- "Word Perception -- How Developed?" (pp. 10-21)
Ch. 4 -- "Comprehension -- How Developed?" (pp. 22-38)
Appendix One -- "Diagnostic Materials and Skill-Building Exercises" (pp. 61-75)
Appendix Two -- "The Subjective Inventory" (pp. 76-83)
Appendix Three -- "Group Subjective Inventory" (pp. 79-83)

Newman, Harold. Reading Disabilities. Odyssey
Ch. 44 -- "A Remedial Reading Program" (pp. 544-551)
Ch. 50 -- "Social Studies Skills Lesson Plans" (pp. 635-648)

Perspectives in Reading. Reading in Secondary Schools. International Reading Association.
Math & Science -- "Reading in Science and Math" (pp. 59-72)
Social Studies -- "Teaching Secondary Students to Read History" (pp. 73-86)
English -- "Teaching Students to Read Literature" (pp. 87-102)

Robinson, H. and E. Thomas. Fusing Reading Skills and Content. International Reading Association.

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